DOCUMENT RESUME

ED 432 386 PS 027 767

AUTHOR	Stout-Harris, Michelle; Hasler, Kyle; Coughlin, Michael
TITLE	Improving Student Interpersonal Skills through the Decision-Making Process.
PUB DATE	1999-05-00
NOTE	101p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
PUB TYPE	Dissertations/Theses - Masters Theses (042)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Action Research; *Decision Making; *Elementary School Students; Grade 5; *High School Students; High Schools; Intermediate Grades; *Interpersonal Competence; Metacognition; Observation; Program Effectiveness; Special Needs Students; Student Behavior; Student Journals; *Student Responsibility; Surveys
IDENTIFIERS	Choice Behavior; Organizational Skills; *Social Skills Training; Teacher Journals

ABSTRACT

This action research project implemented and evaluated a program for promoting student responsibility in order to increase the necessary skills and dispositions needed for improved academic and interpersonal behavior. The targeted population consisted of fifth-grade students in a regular education program, and high school students classified as having behavioral disorders. The problem of irresponsible behavior was documented by means of student surveys, teacher observation checklists, student journals, and teacher journals. The 12-week intervention consisted of: (1) increasing student choice in classroom activities; (2) implementing a series of learning activities addressing student organizational skills; and (3) employing learning activities that require metacognitive and behavioral reflections. In order to assess the effects of the intervention, teachers completed pre-post surveys and maintained weekly teacher observation checklists and journals through the period. Students wrote in journals to reflect on their progress. Post-intervention student survey data suggested that fifth graders' understanding of responsibility had changed from that of compliance to taking care of themselves. High school students with behavior disorders were not able to articulate responsible behavior, but there was consistency and improvement in responsible classroom behavior over the course of the intervention. There was considerable example of irresponsibility outside the classroom. (Twenty-one appendices include data collection instruments, sample journal entries, sample instructional materials, and sample lesson plans. Contains 31 references.) (KB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

TS

ED 432 386

IMPROVING STUDENT INTERPERSONAL SKILLS THROUGH THE DECISION-MAKING PROCESS

Michelle Stout-Harris
Kyle Hasler
Michael Coughlin

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Michelle Stout-Harris
Kyle Hasler
Michael Coughlin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

An Action Research Project Submitted to the Graduate Faculty

of the School of Education in Partial Fulfillment

of the Requirements for the Degree of Master of Arts in Teaching and Leadership

Saint Xavier University & SkyLight Professional Development

Field-Based Masters program

Chicago, Illinois

May, 1999

PS 027767

BEST COPY AVAILABLE

SIGNATURE PAGE

This project was approved by

Phoebe Hartwig Ed.D.
Advisor

Elsie M. Stiffler
Advisor

Beverly Gulley Ph.D.
Dean, School of Education

Abstract

This report describes a program for promoting student responsibility in order to increase the necessary skills and dispositions needed for improved academic and interpersonal behavior. The targeted population consisted of fifth grade students in a regular education program, and high school students, classified as having behavioral disorders. The problem of irresponsible behavior was documented through the data collected from student surveys, teacher observation checklists, student journals, and teacher journals.

Probable cause data revealed that students lack the necessary skills needed to demonstrate responsible behavior. A variety of causes may contribute to the irresponsible behavior demonstrated by students. Teachers', students', and parental behavior, social and curriculum issues may be underlying issues associated with the problem.

A review of solution strategies suggested by knowledgeable sources, combined with an analysis of the setting, resulted in the selection of three planned solutions: an increased use of student choice in classroom activities, implementing a series of learning activities addressing student organizational skills, and employing learning activities that require metacognitive and behavioral reflections.

As a result of the intervention the targeted students maintained or increased their responsible behavior.

TABLE OF CONTENTS

CHAPTER 1 - PROBLEM STATEMENT AND CONTEXT 1

General Statement of the Problem 1

Immediate Problem Context 1

The Surrounding Community 5

National Context of the Problem 8

CHAPTER 2 - PROBLEM DOCUMENTATION 10

Problem Evidence 10

Probable Causes 24

CHAPTER 3 - THE SOLUTION STRATEGY 28

Literature Review 28

Project Objective and Processes 36

Methods of Assessment 39

CHAPTER 4 - PROJECT RESULTS 40

Historical Description of the Intervention 40

Presentation and Analysis of Results 46

Conclusions and Recommendations 66

References 68-70

Appendix A
Student Survey 71

Appendix B
Student Survey 72

Appendix C
Sample Student Journal Entries 73-74

Appendix D
Sample Teacher Journal Entries 75-76

Appendix E
Observation Check List 5th Grade 77

Appendix F
Observation Check List 78

Appendix G
Behavior Disorder Student Check List 79

Appendix H
Rights and Responsibilities 80

Appendix I
Sample Grading Scale 81

Appendix J
Friday Folder 82

Appendix K
Abraham Lincoln 83

Appendix L
Abraham Lincoln Rubric 84

Appendix M
People Hunt 85

Appendix N
"I CAN" Chart 86

Appendix O
Sample Lesson Plan - Three Segment Workout 87

Appendix P
Physical Education Rubic 88

Appendix Q
Discipline Referral Questionnaire 89

Appendix R
Progress Check 90

Appendix S
IEP Goal Form 91

Appendix T
Lesson Plan 92

Appendix U
Responsibility Poster 93

CHAPTER I

PROBLEM STATEMENT AND CONTEXT

Targeted fifth grade students in a regular education program, and high school students, classified as having behavioral disorders, exhibit a lack of the necessary skills and dispositions for taking responsibility for their academic and interpersonal behavior. Evidence for the existence of the problem includes teacher journal entries, direct observation of student behavior, student surveys, and student journals.

Immediate Problem Context

Site A School Setting

The district of Site A is comprised of three buildings: Grade School (K-3), Intermediate School (4-5), and Junior High School (6-8). The targeted fifth grade students are housed in the intermediate building. Total population of the district is 1,115, with 254 students in the intermediate building. The district's student population is comprised of 98.8% White, .4% Black, .6% Hispanic, and .3% Asian / Pacific Islander. The State Goal Assessment Program assesses achievement in reading, mathematics, science and social sciences, and scores are reported on a 0-500 scale. Scores for writing are reported on a 6-32 scale. Score bands can be used to compare local data to state norms. All local scores on the goal assessment tests are above the state norm. The operating expenditure per pupil is $5,148. Low income students are from families receiving

public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced-priced lunches. In this district, 10.8% of the students fall into this category. The median household income for the district is $48,000.

The attendance rate of the district is 95.8%, with the student mobility rate at 8.6%. There are 63 certified staff members within the district. Out of these certified staff members, 70.2% hold bachelor's degree, 29.8% have master's degree or above, and teachers have an average of 14.6 years teaching experience. The Intermediate School has 16 certified staff members, six of whom are shared within the district on a part time basis. There are three full time teacher aides in the building. Of the 16 certified staff members, 72.5% hold bachelor's degrees and 37.5% have master's degree or above. Teachers have an average of 11.9 years of experience. The grade school and intermediate school have self-contained classrooms teaching the core subjects with pull-out programs for the fine arts that include physical education, art, music, library and computers. Currently the fifth grade students have physical education two times a week for 35 minutes. The curriculum includes, football, soccer, basketball, hockey, stunts and tumbling, volleyball, fitness unit, bowling, softball and individual activities. All units are taught at the introductory level, focusing on rules, skills and vocabulary. The district also has a pull out Chapter I and Challenge programs. The intermediate school also offers after-school programs of band, intramural basketball and wrestling for fifth grade students.

The junior high operates under the middle school concept, with five core courses, and pull out programs in fine arts in physical education, art, music, health, and computers technology lab. The junior high offers after school programs that include art club, show choir, junior beta club,

Kids Against Drugs (KADS), math club, speech club, Scholastic Bowl, school play (6th, 7th, & 8th), Rebecca Caudillo Reading Club, solo and ensemble contest, baseball, basketball, cheerleading, track, volleyball, wrestling, student council, yearbook, soccer, softball, band, and chorus. The district also offers support programs such as Drug Abuse Resistance Education / Violence Education Gang Awareness (D.A.R.E. / V.E.G.A.) and Rainbows for Children. Rainbows is for children who suffered loss in their family structure through death or divorce.

Site B School Setting

The description of the targeted high school setting will include student population, faculty and staff, facility/grounds and the overall school program. The total student population is 519, and the ethnic breakdown of the student population is: White 98.6%, Black 0.4%, Hispanic 0.2% and Asian / Pacific Islander 0.8%. The State Assessment Program tests tenth graders in reading, mathematics, and writing. The average score was above the state average in all three areas. The Assessment Program also tested eleventh graders in science and social sciences. The average scores in both areas were above the state average. Another characteristic that describes the student population is the low income rate. The 1997 School Report Card defines this characteristic as those students that are from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced-priced lunches. The school attendance rate is 98.5%, the student mobility rate is 8.1%, and the low income rate is 10.3%. Mobility rates are based on the number of students who enroll in or leave a school during the school year. The chronic truancy rate is 0.8%. The School Report Card defines chronic truants as students who were absent from school without valid cause for 10% or more of the last 180 school days. The dropout rate is 2.3%, which is

based on the number of students in grades 9-12 who dropped out during the 1996-97 school year. The last characteristic used to describe the students is the graduation rate. This compares the number of students who enrolled in ninth grade in the fall of 1993 with the number from that group who graduated in 1997. The graduation rate for this school is 96.3%. Also, the local setting is going to focus on the faculty and staff.

The total number of staff is 49 and will be described by using four of the following characteristics: ethnic background, gender, teacher experience, teachers' education levels and salaries. The ethnic background of the staff is 98% white and 2% Hispanic. The staff is 55.1% male and 44.9 % female. The average teaching experience for teachers in this district is 14.9 years. The percentage of teachers with a bachelor's degree is 67.3% and the percentage of teachers with a master's degree or above is 32.7%. The average teachers' salary for the 1996-97 time period is $49,062.

The facility is a very modern two story brick building. The main building was built in 1968. Since then, two large additions have completed the school. The departments are separated into different wings of the facility. Two gymnasiums and one swimming pool are used by the students for athletics.

To describe the overall program of the school, I will start with the schedule. Each student is required to enroll in eight classes per semester. The school operates on the eight block scheduling system. The school day consists of four 84 minute class periods and a homeroom period, which is 35 minutes long. The purpose of the homeroom is to satisfy different clubs, teams, and class meetings. The students' schedule consists of four "A-day" classes and four "B-day" classes. The four main curriculum areas are English, mathematics, science and social

studies. Each department offers a variety of courses that students can choose from each semester. Also, 10 areas of electives are offered to all students. The electives offered are foreign language, home economics, health occupations, business, physical education, art, music, auto mechanics, agriculture, and industrial arts.

The behavioral disorder classroom currently follows the general high school curriculum. The main focus in the behavior disorder program is to improve social skills and behaviors. Assistance to students who are having any academic concerns is provided.

A variety of co-curricular activities are offered and the students are encouraged to join girls athletics, boys athletics, cheerleading, yearbook, Future Homemakers of America, Future Farmers of America, science club, technological student association, student council, National Honor Society, Scholastic Bowl, drama club, thespians, speech team, auto club, Students Against Drunk Driving, photography club, Spanish Club, peer helpers, math team, Health Occupation Students of America, and winterguard.

The Surrounding Community

Site A Community Setting

Two villages comprise the school district, village A being the community where the three school buildings are located. The total population is 3,548. Village A is divided by a county line, with 2,225 people in county 1, that feed into the district. County 2, with a population of 1,323 people, is a neighboring district. The administrative structure of the community consists of the following officers: president, clerk, treasurer, trustees (six), planning / zoning board (six). The median family income is $52,010. There are three churches in the district: Catholic, Methodist, and a nondenominational church. The village also offers the following clubs and organizations:

Autumn Years, American Legion, American Legion Auxiliary, 4-H, Girl Scouts, Boy Scouts, Junior Football Team, Baseball/Softball Association, Lions Club, County Senior Services, Volunteer Fire Department, Fire Department Auxiliary, Junior Woman's Club, Woman's Club, Unit Home Extension, Methodist Pre-School, Parents Day Out Program, React, and the Gang Awareness Task Force of neighboring communities.

The Gang Awareness Task Force, known as C.H.A.M.P.S. (An acronym for the four neighboring communities involved), was formed in June 1993. Champs is a community organization that is made up of village board members, superintendents, principals and educators, chiefs of police and law enforcement, local organizations, sheriff's office, state's attorney, state representatives, park districts, and community residents. Members of the task force meet monthly to share and communicate their ideas, and discuss programming for the organization. Subcommittees meet, when needed, to plan program activities.

Village B has a population of 7,120. Forty percent of the district's population comes from the southwestern portion of Village Two. The administrative structure of the community consists of the following officers: president, trustees (five), administrator, village clerk, deputy clerk, treasurer, finance director. The median family income is $46,700.

Village B has five churches: Baptist, Catholic, Church of God, Grace Bible, and Lutheran. The village also offers the following clubs and organizations: Girl Scouts, Boy Scouts, baseball and softball associations, volunteer fire department, fire department auxiliary, and C.H.A.M.P.S.

Site B Community Setting

The high school district is one building, however, the district is made up of two junior high feeder schools from different villages. Village A (estimated population 2,000) is the community

where the high school district is located. The type of local government in village A is commission. The village has a volunteer fire department and three full-time police officers. The administrative structure of the community consists of the following officers: president, clerk, treasurer, trustees and a planning/zoning board. The average family income is $31,549. The major employer for the community is a nuclear power plant, which employs about 950 people. Four churches are in the district: Catholic, Lutheran, Evangelical, and Assembly of God. Village A offers a variety of clubs and organizations such as: American Legion, 4-H, Illinois Kids Wrestling Foundation, youth softball/baseball, youth soccer, youth basketball, Lions Club, Senior Citizens Group, Mothers Against Drunk Drivers, and Drug Abuse Resistance Education (D.A.R.E.).

Village B (population of 850) is governed by a commission, and has a volunteer fire department, and one full-time police officer. The administrative structure of the community consists of the following: president, clerk, treasurer, trustees (six), and a zoning board. The average family income is $29,500. Four churches are in the district: Congregational, Methodist, and Baptist. Village B offers a variety of clubs and organizations such as: American Legion, 4-H, youth baseball, and Lions Club.

The major source of funding for Village B is the nuclear power station which benefits the school in many different aspects. The primary advantage involves the money spent to educate the children ($12,999 per pupil) as opposed to another districts' spending per student. The current school board has recently (February, 1998) proposed to the teachers' union a freeze on their current contract. The current contract needs to be extended, and if the teachers' union does not agree to this, the result will be that six tenured teachers will no longer have a job at this high

school.

National Context of the Problem

The issue of students exhibiting interpersonal skills that result in poor decision making is a concern at the national as well as the local level. The chosen issue has importance to the researchers because the lack of interpersonal skills negatively affects the learning environment and student decision making process. The value of dealing with these issues will allow teachers to spend more time concentrating on the academic needs of students rather than the students' interpersonal skills. Historically, how students become responsible has changed over the years. Responsibilities that were once taught at home are now expected to be taught in the classroom (McCabe & Rhoades, 1992). The issue at hand is a concern for the majority of educators in the United States.

Lazear (1992) organizes major bench marks for developing interpersonal skills at elementary / middle school and secondary levels. Some bench marks at the elementary / middle school level are establishment of peer relationships (beyond family), development of social skills, empathy for others, and being part of a team. Bench marks at the secondary level are consensus building, understanding processes, cooperative problem solving, and recognition of various social ideals.

Authors, educators, and researchers all have different ideas for achieving interpersonal decision making skills. Woodbury (1997) reports that the teacher should simplify the classroom rules. When this is done, the rules become less confusing for students and not as frustrating for teachers to enforce.

Kohn (1994) states teachers are aware that threats and punishments are not productive in the classroom. Studies also show that behavior modification plans are hardly ever successful in long term changes in attitudes and behavior. Reward programs are helpful in improving achievement rather than attitudes and behavior because when the rewards stop attitudes and behaviors return to previous inappropriate levels. Kohn said "Rewards cause people to lose interest in whatever they were rewarded for doing". (p 1)

To achieve interpersonal decision making skills teachers need to shift the focus to student responsibility. This responsibility should not only deal with their behavior but also their learning. The teacher needs to focus on skills that will have broad applications and will allow students to use these skills in the school environment, as well as in every day life.

CHAPTER TWO

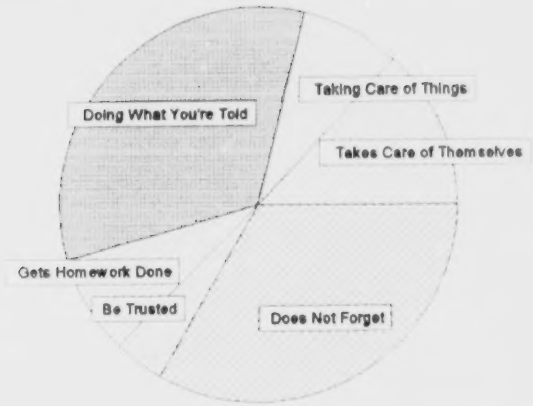
PROBLEM DOCUMENTATION

Problem Evidence

In order to document the lack of student responsibility, students were given a survey (Appendices A & B) Students were observed by the teacher for the characteristics on the student responsibility checklist (Appendices E, F, G) In addition to the checklist and survey, the students and teachers will be keeping on-going journals

Site A

The 24 students at Site A were given a non-graded survey to fill out anonymously. The survey consisted of six questions: one had an open ended format, two called for rating, and three required a situational response. The survey was given to see how the students assessed their own responsibility. The results of the survey are tabulated and illustrated in Figures 1 through 6



Takes Care of Themselve	13
Taking Care of Things	8
Doing What You're Told	33
Gets Homework Done	8
Be Trusted	4
Does Not Forget	33

Figure 1- Question 1 - What do you think it means to be a responsible person?

One third of the students feel that responsibility is measured by compliance. These students responded that being responsible is doing what you are told. By categorizing the responses, doing what you are told shows compliance rather than responsible behavior from within themselves. This could become a problem when there is a lack of adult direction.

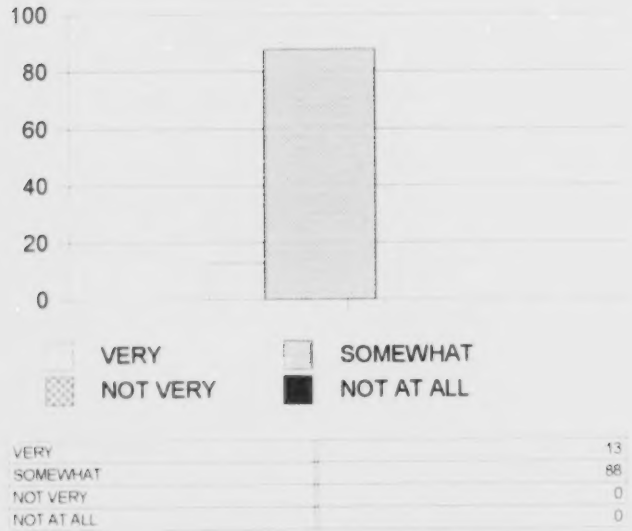


Figure 2- Question 2 - How would you rate yourself as being a responsible person?

One hundred percent of the students surveyed felt they are responsible individuals. This could be contributing to a lack of student responsibility. This could lead to false sense of responsibility for the student. Students who feel they are already responsible are unlikely to change their behavior.

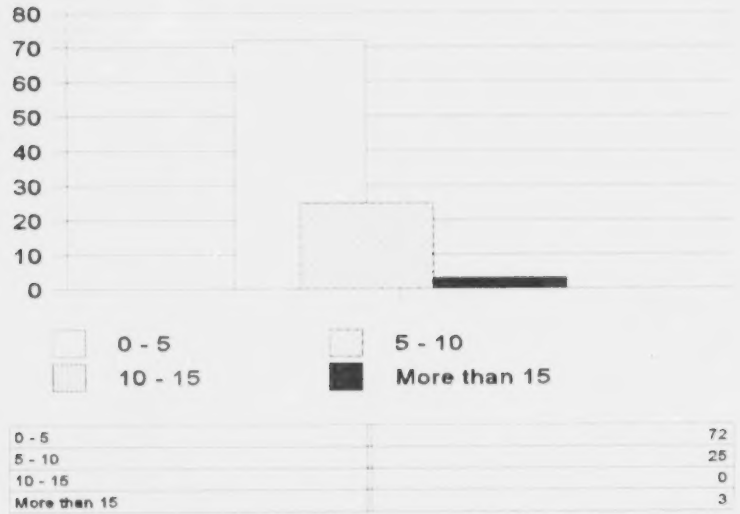
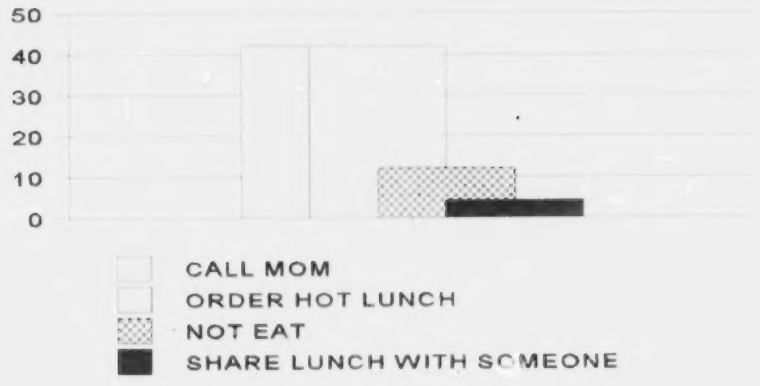


Figure 3 - Question 3 - How many times last year did you forget your homework?

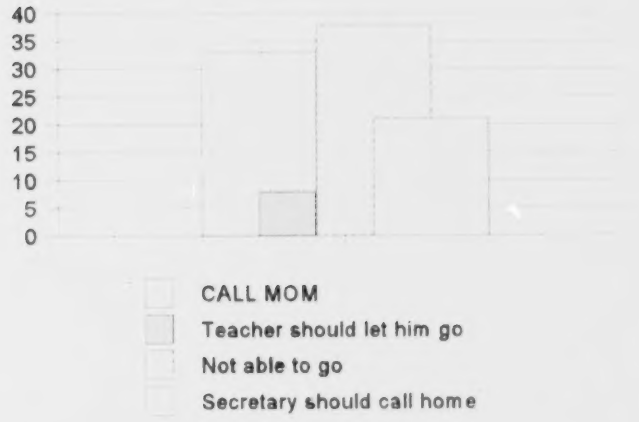
Ninety-seven percent of the students surveyed forgot their homework 10 times or less. A reason for this high percentage could be that the students did not want to reveal their past homework history to their new fifth grade teacher, and may have suffered selective memory loss. The fourth grade teachers expressed concerns last year about incomplete homework.



CALL MOM	42
ORDER HOT LUNCH	42
NOT EAT	12
SHARE LUNCH WITH SOMEONE	4

Figure 4- Question 4 - Sue gets to school and realizes she forgot her lunch. She should:

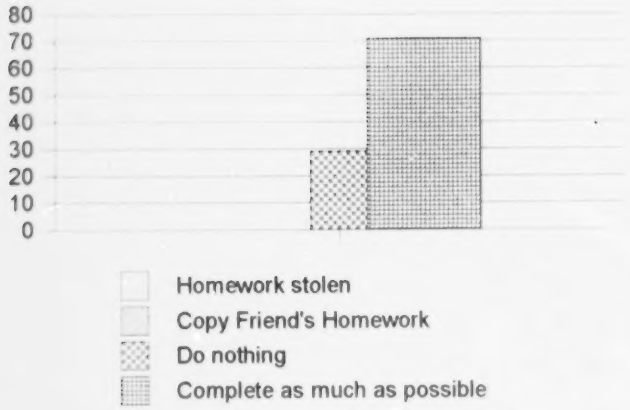
Almost half of the students (42%) felt that it was appropriate for their Mom to rescue them by bringing their lunch to school. This action fosters learned helplessness. Fifty-eight percent chose an action that shows a responsible response.



CALL MOM	33
Teacher should let him go	8
Not able to go	38
Secretary should call home	21

Figure 5 - Question 5 - On Monday, the teacher handed out permission slips for a field trip to be held on Friday. She said it must be signed and returned by Friday. Ryan forgot his slip at home on the kitchen table. The slip was signed by his mother. He should:

Fifty-four percent of students surveyed chose a response that put the responsibility on someone other than themselves. This action is enabling and is commonly practiced in our school district. Thirty-eight percent of the students chose the responses that had them suffer a consequence for their lack of responsibility.



Homework stolen	0
Copy Friend's Homework	0
Do nothing	29
Complete as much as possible	71

Figure 6 - Question 6 - Ryan was riding the bus to school and his friend Tim asked him if he had his math workbook page completed. Ryan forgot to do his math homework. He only had five minutes until getting to school. He should:

None of the students chose a response that included lying. Twenty-nine percent of the students were willing to receive a zero for the assignment. Seventy-one percent would try to complete as much as possible. This shows that most students are willing to take responsibility for themselves rather than putting the responsibility on someone else.

The 24 students at Site A will be observed for their lack of responsibility in physical education as well as in the regular classroom.

The checklist used by the classroom teacher consisted of five categories. Jobs completed, assignment book, subject materials, and homework completed, will be the behaviors observed. (See Appendix E)

The checklist used by the physical education instructor consisted of the following categories: equipment set-up and take-down, exercise leaders, self-responsibility. The students will be placed into six groups consisting of four members. The student groups will be responsible for the set-up and take-down of the gym equipment for a one week period. Each group will also be responsible for organizing and teaching a three segment work-out (exercise leaders). Students will also be observed for showing a lack of self-responsibility.

Jobs completed are checked by having students remember to do their weekly assigned jobs. Students are assigned new jobs every Tuesday. Jobs include such things as washing boards, passing papers, taking attendance, to name just a few.

Every fifth grade student has to purchase an assignment book. The students are instructed to fill-out the assignment book everyday with the assignments done in the classroom. Students are required to bring the assignment book to school and take it home every evening. Students are to bring their supplies into the classroom from their lockers and / or backpacks. Extra sheets are used to keep a record of forgotten items such as field trip forms, lunches, and band instruments. Students are required to complete homework on time and bring it back to school.

After using the checklist for one week, two parents brought forgotten lunches, three students forgot their assignment books, four had unsigned Friday folders, three forgot D.A.R.E. consent forms, and six had incomplete assignments. In the majority of the instances, the same small group of students, six, or 25%, are involved.

The results of the observation checklist for the first week in physical education demonstrated two students' lack of responsibility by continuing to talk during directions after being asked to stop by the teacher. Group #1 did an excellent job with equipment set-up and

take-down. They did not present an exercise activity this week because a presentation was done on Wednesday as an example for the class. We also went over the rubic used for assessing exercise leaders. Group #1 will make-up their presentation towards the end of the intervention. See Appendix "P" for rubric used for assessing exercise leaders.

In the second week, only two students showed lack of responsibility by their behavior during Group #2's presentation. Group #2's presentation was not good. They received 17 points on the rubic which is a "not met" score, and will redo the presentation at a later date. Problems with the presentation were, they forgot to do the warm-up activity, group effort was poor with fighting during the presentation, and directions were not presented in a clear manner. Group # 2 did a good job in the equipment set-up and take-down. Every group member was present every day.

Site B

In order to assess the effects of the intervention, a student survey was administered to each student participating in the intervention. The survey was developed to measure the responsibility, or the lack thereof, for each student. The survey was issued to five behavioral disordered students during their resource period. Resource period is an opportunity for these students to finish work, take tests, and also earn credit. The students were asked to answer the survey as honestly and thoroughly as possible. Although five surveys were issued, only four students completed the survey. The fifth student said "Don't talk to me about responsibility," and returned an incomplete survey. The results of this survey are documented in Table 1.

Table 1

Questions and student responses on student surveys

Questions	Student Responses
Meaning of Responsibility	Homework done and good grades When people trust you When someone can rely on you at anytime Take responsibility for your own actions
Rating of self as a responsible person	Very 25% Somewhat 75% Not Very 0% Not at All 0%
Absent without parent excuse	0 - 5 100% 6 - 10 0% 11 - 15 0% 16 - 20 0%
Principal called you to the office for something you did not do and he was "in your face"	Sit there with my mouth shut I would get in his face and tell him to get out of mine Tell him that he was wrong and I did not do anything I would remain calm because I did not do anything
Someone tried to pick a fight with you because they heard that you were starting rumors about them	Ask them who said I was starting rumors and talk to them Get one of my friends to handle it Try to explain that I didn't say anything and if they kept mouthing I would probably hit them Tell them I didn't start rumors about them
Your parents told you to be home by midnight Your friends don't have a curfew. What would you do?	Be home by midnight Go home on time so I could go out next week I would go home Compromise and be home by 12:30
You forgot to do your Math take-home test What are you going to do?	Get it done real quick Tell the teacher you forgot it and ask for another day Tell the teacher that you will stay after to make it up Do it during resource

In order to analyze the student surveys and their responses, you must remember that these students generally like to please authority figures if they get the chance. According to the responses, these students think that they are responsible, although they may not give responsible responses. You can see that the students could rate themselves as responsible and they do not have a lot of unexcused absences. However, they do not transfer their responsibility to home, grades, and student behavior. One example of a student not being responsible at home was to unplug the phone when the teacher was talking with his mother. Some students can swear in front of their parents without the parents reprimanding them.

The grades demonstrate irresponsibility in that eighty percent of the students have D's or F's. Sixty percent of the students have multiple D's and F's, and one student had eight failing grades. These failures result from late work, absences, poor test results, and poor participation.

The last assessment tool utilized at Site B was the checklist for responsibility. Students were required to fill out this checklist each day during the resource class. The six requirements for responsibility are: on time, appropriate language, being prepared, having homework to do, or homework that is done, agenda book, and using time wisely. Results are shown in Figure 7.

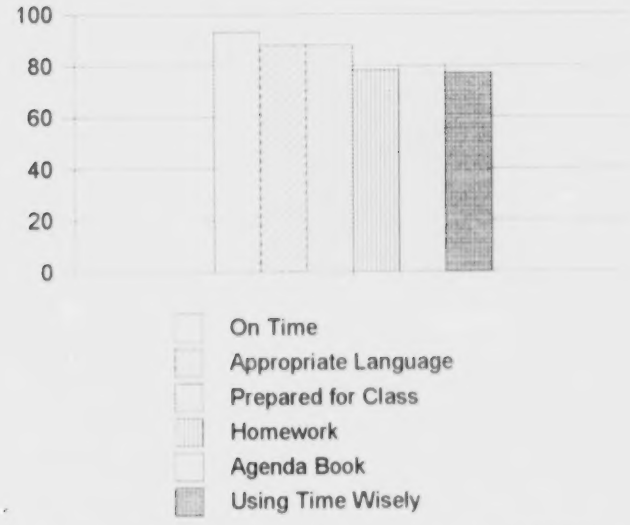


Figure 7 - RESPONSIBILITY CHARACTERISTICS

When analyzing Figure 7, one must remember that the baseline data was collected during the first two weeks of school, know as the "honeymoon period." The students did not have a major problem in being on time, using appropriate language, being prepared for class, and having their agenda books. Although the students failed basic school rules such as truancy, swearing and being tardy for school, their behavior has been good through the first two weeks of school. The majority of the problems arose when students were required to do their homework and use their time wisely.

The data suggests that students will do what they must to avoid punishment or consequences. They are relatively compliant with tasks that do not require active engagement in learning. However, the two behaviors that indicate ownership of and responsibility for learning, homework done and time use, are more frequently avoided. This pattern creates a self-fulfilling prophecy, supporting the adolescents' beliefs that they are poor students.

According to Pauly, parents also overprotect their children by not allowing them to make their own mistakes. They feel they are helping their child. It may be that they are teaching them learned helplessness. Students will never learn to take responsibility for themselves if they never face the consequences of being irresponsible. "Teaching responsibility should be a consistent, on going process. If you usually give in and let students get away with breaking the rules they won't take you seriously." (Pauly et al., 1995, p 27)

Some parents are so obsessed with grades that their students will do anything for an "A". Students want the "A" but do not want to do the work involved to get it. So they find other ways to achieve the desired grade. Some methods used may be cheating or other irresponsible ways of achieving the desired outcome. There may be a lack of external consequences, which fosters the lack of student responsibility. These beliefs are supported by Patrick Welsh (1992).

After reviewing the literature, we grouped the causes of irresponsible behavior into five areas: teacher behavior, curriculum, social issues, student behavior, and parent behavior.

The literature supports the causes noted at sites A and B. According to Garbarino (1997) "The lack of adult supervision compounds the effects of other negative influences in the social environment for kids." (p. 16) Children must often contend with a multitude of messages that threaten their sense of security. Today's youth is often faced with the threat of being kidnaped, the probability of parental divorce, or the fear of weapons being brought to school by a classmate. This lack of security is a constant problem for children. Garbarino (1997) states:

> At stake is the essence of childhood as a protected time and place in the human life cycle. The lack of adult supervision and time spent doing constructive, cooperative activities compounds the effects of other negative influences in the social environment for kids.

> Kids "home alone" are more vulnerable to every cultural poison they encounter than are children backed up by adults. (p. 14)

Some parents and students continue to put major responsibilities on teachers. Teachers' responsibilities range from motivation of students to student evaluations. Many parents side with their children because of feelings of guilt due to the lack of time they are able to spend with them (Welsh, 1992). Pauly (1995) supports the theory that parents that deliver homework, lunches, band instruments and excuses foster learned helplessness. Unfortunately, many of these children do not learn to take responsibility for their own actions. In some extreme cases, students have even been labeled as learning disabled and put into special education programs.

According to Shen (1997), some schools are becoming more violent and students continue to make poor decisions due to this increase in violence. This is shown in the increase in physical conflicts among students, student use of alcohol, student drug abuse, and verbal abuse of teachers.

Since 1987, the National Center for Educational Statistics of the U.S. Department of Education has conducted a study of problems in schools. The staff asked a sample of 50,000 public school teachers to rate the following problems as serious, moderate, minor, or not at all, depending on the frequency of occurrence in the school setting. The study is conducted every three years. Teachers in the study were asked to respond to the following problems which have occurred in their school setting; robbery or theft, vandalism of school property, student use of alcohol, student drug abuse, student possession of weapons, and verbal abuse of teachers. The study concludes that although societal violence is down, according to an F.B.I. report, school violence is on the rise.

Probable Causes

The probable causes particular to the research sites have been grouped into two categories: parental behavior and its effect on student responsibility; student behavior and its negative effect on student responsibility.

At the research sites, parent behavior greatly impacts student responsibility. A large percentage of the students come from two income families. When both parents work outside the home, quality family interaction may be reduced. Therefore quality time varies from family to family depending on the workload of the parents.

The majority of the remaining students come from single parent homes. The parent is forced into becoming mom, dad and sole provider. Because of the responsibility of these roles there is little time and energy left for quality time.

Students behavior also plays a role in their responsibility or the lack thereof. The first behavior that has a negative effect on responsibility is learned helplessness. The students may become helpless because of the actions of their parents, this is also known as enabling. Wilmes (1988) states, "Enabling is a process whereby well-meaning parents unwittingly allow and even encourages irresponsible and self-destructive behavior in their children by shielding them from the consequences of their actions." (p. 9)

Also, student responsibility decreases when students choose to involve themselves with drugs and alcohol. Students continue to make poor decisions when dealing with alcohol and drugs. The effects on student responsibility are very hard to measure, but still very obvious. Examples of the lack of student responsibility are seen through a decline in attendance and failing to complete assignments, resulting in failing grades.

The professional literature provides additional data on possible causes for irresponsible behavior. According to Brooks and Kann (1992), most teachers lack the skills needed to teach values and do not want to learn because they are happy in their comfort zone of status quo teaching. This may be especially true for more seasoned teachers who may be fearful and reticent to try something new. Ornstein (1994) states that many teachers over use competition in their classroom. This sets the stage for too many students to lose and too few to win. Nelson-Nasca (1993, p. 72) reports that "students must be given responsibility for learning, not merely task completion" and that teachers' attitude toward homework must change. Teachers must stop rewarding the student for merely task completion (i.e., workbook page in math). New information must be actively constructed by the students. Also, according to Nelson-Nasca (1993, p. 71), some teachers believe in the B.F. Skinner school of thought that "students cannot be held personally accountable because their present behavior has been shaped by past events".

Another causative problem may be the curriculum. When schools try to teach values, they may not teach values in a systematic way like academic content according to Brooks and Kann (1992). The inexperience of the targeted school district in this area is a big factor. Years ago, values were taught at home not in school. In addition to an unclear value focus, Berman and Berreth (1997) feel that there is not enough problem-solving emphasis in the curriculum.

Although there are many causes for students' irresponsible behavior, social issues may be the hardest to measure and to correct. The main reason is that parents and teachers cannot always control the effect that society has on student behavior.

For example, Berman and Berreth (1997) have a solid list of things that cause students to become irresponsible. They have keyed on lack of character development, acceptance of violence

and abuse, self-interest and material goods, economic disparity, instant gratification, lack of adult leadership, and lack of community involvement. Again, the school teacher can pinpoint specific areas and model appropriate behavior to combat each one of these causes, but it would be to counteract the larger societal influence. It would be beneficial to the students to explain that some members of society may act in an inappropriate way, but it is important to expect more from yourself. Another cause that teachers cannot change is that children who come from families living in poverty are less likely to have the necessary support at home or school. (Newberg, 1995)

In addition, children today are living in "guidance gap". (Compagnone, 1995, p.58) Young children today are living on their own and forced to become young adults without any guidance, or they become young adults too late in life. As stated by Tyree, Vance and McJunkin (1997)

> Today's children are facing a complex world, confronting more temptations, and facing more decisions than previous generations. For these children, there are fewer opportunities for learning how to live their lives. This moral dilemma, which children everywhere are encountering, requires making value judgements and selecting moral responses to values that society, parents, and teachers may or may not have instilled. (p.3)

Research shows that teachers believe student drug abuse and student use of alcohol are serious, or at least moderately serious, problems in schools today. These two factors contribute to a lack of student responsibility (Shen, 1997)

Another problem facing students is peer pressure. Adolescents have a deep need for acceptance. They do not want to be different; if they are different, they often will close up or shut down. When doing this, they lack understanding, acceptance and empathy for others (Levine,

1997)

Students may also have short attention spans. Rather than concentrating on their work, they easily become distracted or quickly withdraw from the task; they daydream, doodle, stare out the window, or become disruptive. Because of this inability to stay focused and clarify their lessons or assignments, their schoolwork becomes increasingly difficult. Eventually, they skip over difficult problems or just give up (Ornstein, 1997). In addition, some students lack the self-confidence needed to take responsibility for themselves.

Some parents contribute to the lack of student responsibility in a variety of ways. One way is by spoiling their children. Today's youth feel that they need to be entertained at all times. Working parents who are guilt ridden over the little time they spend with their children are big subscribers of this belief (Welsh, 1992).

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

In regard to possible solutions, the literature has been grouped into four different categories, student, curriculum, teacher, and school.

Student Behavior

In order to increase responsibility, student behavior could be seen as the area where change could make the difference. Students have to want the increase of responsibility in order for this to be possible. Most of the solutions that are suggested can be teacher lead activities or ideas, but the main goal is that self-monitoring and assessment are a student responsibility.

"Developing responsibility for learning will not occur overnight. It can, however, be promoted in time and with well-articulated efforts" (Nelson-Nasca, 1993, p. 75). These efforts are the responsibility of the teacher and the student. "Teachers must not accept mere task completion as a form of mastery, and they must focus on mastery of skills, not just activity involving use of skills. Then, only the students can be held accountable for transferring these skills into learned behavior" (Nelson-Nasca, 1993, p. 75).

Another theory that supports Nelson-Nasca is that of Borchardt and Grossnickle and Lanye (1992), who stated

> Personal and social responsibility are human traits that must come from within the individual. These traits, by their very nature, cannot be controlled or commanded by another. They ideally are developed by "inviting" them forth through relationships and promoting experiences during the socialization process. (p. 47)

Although the authors said this could not be a forced experience, some activities that would promote personal and social responsibility were suggested. First, involve community members, parents, and teachers to define specific expectations and standards. Second, model personal and social responsibility in school through decision making and conflict resolution practices. Third, teach responsibility related skills in every classroom.

The last theory that will help with students' responsibility is to understand others' feelings and to encourage empathy. David Levine used songs as a stepping stone to allow students to openly talk about differences, feelings, and intolerance. This is a very important part of becoming not only responsible students, but also responsible human beings. As Levine (1997, p. 35) stated, "Helping students move away from intolerance and toward positive choices is one of the most critical education issues of our time. If student intolerance is allowed to fester, the end result will be one of tension and fear and an increase in student aggression and violence."

Schools must help students develop intrinsic motivation instead of offering them extrinsic rewards. "If we want children to read books, we should offer them books as a reward for eating pizza, not pizzas for reading books" (Lewis & Schaps & Watson, 1996, p. 19). Educators need to develop a curriculum that is worth learning and a pedagogy that helps students see why it is worth learning. We should be teaching our students life-long skills.

The following activities can be introduced to students in their classrooms. Mildred Treade (1991, p. 23) gave the example of "MY RESPONSIBILITY PIE." This activity would be appropriate for all ages. It allows the students to chart, compare, and discuss their percentages. As stated by Compagnone (1995, p. 58), "Children are thrust into a more pluristic society in which fewer traditional institutions provide guidance for today's youth." Compagnone discussed five levels of development and also includes strategies. The five levels are irresponsibility, self-control, involvement, self-responsibility and caring. Also, the teacher could use a self-responsibility checklist in which the students rate themselves on self-control, involvement, and self-responsibility.

The next five activities allow students to take responsibility for their assignments, goals, and organizational skills. Lynn Pauly (1995) was faced with making a tough decision regarding whether a student, who forgot their permission slip at home, should be allowed to go on the field trip. This is an example of what could have been avoided using the first strategy, an assignment / take home folder. The students would put their permission slip in their folder on the "Take-home, Bring-back" side The other side of the folder is labeled "Take-home, Stay-home."

The next four activities were created by Lois Lasse (1996). To help improve organization skills, the students are expected to develop a study skills notebook. Using a three ring binder, the students keep track of assignments, projects, and other important dates. In order to monitor the notebooks, the teacher can monitor the notebooks individually, or have a group of students responsible for one notebook. Also, students can develop a "I CAN" chart that shows what the students have learned during the year. From the "I CAN" chart, the students can also develop a list of things that they want to accomplish during the year. This would be called their "GOALS

LIST." Again, the students can keep these individually.

Curriculum

In regard to changing curriculum to improve student responsibility, eight different articles propose ten different solutions, activities, programs, and theories.

The first article, written by Moody and McKay (1993), describes a program that supports the family, school, and community in helping students develop a sense of responsibility. As stated, "PREP is a grassroots approach to character education that seeks to strengthen student responsibility. PREP does not promote one set of values, but it gives schools a process that lets them rediscover their own values and reinforce them." (Moody & McKay, 1993, p. 28)

Another program that was described was developed by the Jefferson Center for Character Education. According to Brooks and Kahn (1992), student responsibility rose. Students tended to act more responsibly, did not blame others, and generally understood the concepts of respect and honesty. This program focused on teaching values to the students in a consistent manner.

The patterns that need to be changed in order for the students to be responsible and use good decision making skills are; teach students a systematic method for making ethical decisions, identify and focus on student strengths, provide a view for students that shows control in their own lives, teach students about goal setting, understand value language and allow for transfer.

The next solution dealing with curriculum was a plan that taught responsibility using eight steps. These steps are:

"Set a goal, determine prerequisites, determine present level, take action on the specific weakness, use firm, consistent sure-as-the sunrise rules and consequences, enlist parent help, but don't rely on it, keep the ultimate goal in mind while working on prerequisite

behaviors, and don't make kids reinforcement junkies" (Jenkins, 1992, p 269)

The next article deals with a personal and social responsibility. According to Compagnone (1995) five developmental levels have been used to promote self-responsibility. The levels are 0 = Irresponsibility, 1= Self-control, 2 = Involvement, 3 = Self-responsibility, 4= Caring. Also, six strategies were used to implement this particular program. These strategies are: teacher talk, modeling, reinforcement, reflection, student sharing, and specific strategies.

Teacher talk is exactly what the teacher says to the students during the introduction or closure of a lesson. Modeling is what the teacher does in front of their students. Reinforcement could be anything that a teacher does to strengthen the developmental levels. Reflection involves activities that require students to think about their attitudes and developmental levels. Student sharing is done when students give their opinions on some aspect of the program. The last strategy is called specific strategies. An example of a specific strategy would be reciprocal teaching to help students develop at the caring level. This is used to encourage student interactions at all five levels.

According to Lincoln (1993, p. 38), "Classroom discipline should be based on student self-discipline. Helping your students learn to take responsibility for their own actions and monitor their own behavior now will give them the skills they'll need later to become responsible, reasonable adults." Based on this self-discipline, students will be supported in using the six steps for solving a problem. The six steps are: set guidelines, teach the problem solving process, encouraging "I" statements, use goal sheets, involve students in class meetings, and student evaluations. Lasse (1997) also agreed that using problem-solving steps will help arrive at reasonable solutions.

According to Lickona (1993), three conditions are basic to creating a moral community in the classroom. First, help the students get to know each other, teach students to respect, affirm, and care about each other, and developing a feeling of membership. Lickona has suggested many activities that will foster these three basic conditions.

Activities that will foster these conditions in the classroom are "people hunt" and "coat of arms", which involves a list of items that students sign their name on such as "enjoys pets," "likes pizza," and "loves reading books." (See Appendix M) A coat of arms on which students answer questions including "What are three things you are good at?" "What are two goals of yours?" "What makes you happy?"

Teacher

Teachers play a big role in the development of student responsibility. Nelson-Nasca (1993, p. 74) states that "Self-regulation and metacognition are the foundations of a responsible student's behavior". Obviously, the teacher can not think for the student, but the teacher can help and guide the student in developing these critical skills. The teacher can guide the student to self-regulation and metacognition by incorporating high order thinking skills into everyday lessons. According to Evans (1996), Lewis, Schaps, and Watson (1996), and Lincoln (1993), teachers need to develop positive relationships or partnerships with their students. This will only enhance the process of teaching values and responsibility in the classroom. Lickona (1993) suggests that teachers develop group identity in their classroom by allowing time at the start of the day to share good news and behaviors from yesterday. Sharing of ideas should not only happen at the beginning of the day. Brooks and Kahn (1993), Kohn (1997), Emmett, Lindquist, Lundeberg and Osland (1997) all suggest that story telling, discussion and group meetings should take place

throughout the day. The topics can range from values to information related to a particular academic subject. Another good place to use the discussions and group meetings is in establishing clear behavior guidelines for the classroom. (Lincoln, 1993)

If teachers want students to be more responsible, they must be taught directly. Berman and Berreth (1997) suggest that teachers work on the skills of decision-making, goal setting, problem solving and cooperation. Schneider (1996), Lewis, Schaps and Watson (1996), say that teachers need to use cooperative learning in the classroom to increase student responsibility. Schneider (1996) went on to say that teachers need to teach more social skill lessons during the day. No matter what skills or techniques you use to teach responsibility, there should be reflection time given at the end of the activity or day. (Schneider, 1996; Levine, 1997; Emmet, Lindquist, Lundeberg and Osland, 1997). During this reflection / class time, encourage students to use empathy towards each other. (Levine, 1997). Increasing the students' choices in class will enhance their responsibility (Schneider, 1996), and also may increase their performance in academic areas. Also, if you relate the social skills or academic content of the lesson to the students' everyday situation, they will become more responsible (Levine, 1997). If the student feels a personal connection to the lesson, he / she may exhibit a better effort.

One of the biggest questions or concerns that teachers have is how to handle discipline along with rewards in the class. Teaching student responsibility and social skills should decrease the discipline problems in the classroom. Instead of lecturing students about their behavior, try asking them questions. Lincoln (1993) said that a good question to ask is why? The teacher can use guided questions so the students can understand and change their behavior.

The use of rewards vary from teacher to teacher. According to Kohn (1997), the use of rewards is appropriate if you are trying to teach compliance. If you are trying to change behavior and use a reward system, he warns that the students will lose interest in the behavior and focus more on the reward.

School

Another way of increasing student responsibility is focusing on the whole school, not just on the individual, or on a certain classroom. Berman and Berreth (1997) suggested that a school should have a mission statement, codes of responsibility and moral values. Kohn (1997, p. 430) agrees by saying, "Change the way the classroom works and feels not for the individual characters so much as on transforming educational structures." Students can help in this process by involving them in the decision making process with classroom or group meetings (Evans, 1996). Both Welsh (1992) and Schneider (1996) agreed that if you increase the value effort, students will become more responsible. This includes their efforts as an individual and as part of a group. Johnson, Johnson, Stevahn and Hodne (1997) describes a K-5 public school called Highlands, in a middle-class neighborhood in Edina, Minnesota. The Highlands school started out focusing on peer mediation, conflict resolution, cooperative learning and team teaching, to teach responsibility and social skills. A civic values program was added in 1992. This program constructs a set of common goals and values that help define behavior. The program will not work with a variety of value systems. With a variety of value systems, the focus will be on individual self-interest, not the schools' values. Not only can teachers assist students in developing self-responsibility, but the principal can help in a variety of ways according to Nelson-Nasca (1993). Some schools believe that a dress code is the answer to the problem. By dressing students alike, researchers believe

that you can improve the children's character (Kohn, 1997). As proven in the schools that have dress codes, this is not the answer by itself.

Some experts in this field believe that we can increase student responsibility by focusing in on parent and societal behaviors. These are two contributing factors to the problem, but we, as teachers, have little direct control over them. So, at the two sites, the focus will be on teacher and student behaviors, curriculum, and school issues that will help the students become more responsible.

Project Objectives and Processes

As a result of altered instructional techniques, during the period of September 1998 to January 1999, the fifth grade and behavioral disordered students from the targeted classes will increase their personal and interpersonal responsibility, as measured by teacher constructed surveys, teacher observation checklists, student journals, and teacher journals. In order to accomplish the project objectives, the following processes are necessary.

1. Increase the use of student choice in classroom activities.
2. Implement a series of learning activities addressing student organizational skills.
3. Employ learning activities that require metacognitive and behavioral reflection.

Action Plan

I. Data collection to evidence the problem.
   - A. Conduct student surveys.
     1. Teacher will score student surveys.
     2. Teacher will analyze collected data.
   - B. Write entries in teacher journals (on going daily).
   - C. Write entries in student journals (on going daily).
   - D. Teacher will observe students to measure the presence of responsible behavior by using a checklist. This will be kept throughout the intervention.

II. Increase the use of student choice in classroom activities (beginning September-January)
   - A. Weekly exercise leaders (Physical Education).
     1. Students will be divided into groups of four.
     2. Each group will be assigned two days.

3. Each group will be responsible for planning and leading a group exercise program for twenty minutes.
4. Feedback provided (see criteria in Appendix P).

B. Students will be given a choice of various assessment tools (Class Room).
1. Posters.
2. Open book tests.
3. Subject report (verbal or written).
4. Video presentation.
5. Character puppets (fifth grade only). Role play (high school only).
6. Graphic organizers.

C. Use cooperative learning to aid student learning. Students will be placed into groups allowing them to work together to complete the assigned task (Class Room).
1. Review for test.
2. Take test.
3. Complete projects.
4. Complete homework.

III. Implementing a series of learning activities addressing student organizational skills.

A. Equipment set-up (daily). (Physical Education)
1. Students will be divided into groups of four.
2. Each group will be assigned five day intervals beginning on Tuesdays.
3. Each group will be responsible for the set-up of the gym for the day's activities.

B. Agenda/Assignment Book (Class Room).
1. Students will be required to completely fill out agenda/assignment books for each subject.
2. Teacher will check agenda/assignment books daily to make sure they are complete.
3. Teacher will use agenda/assignment books as a communication tool with parents and students.

C. Classroom/Take-home Folder (Class Room).
1. Inside pockets will be labeled "Take Home, Stay Home" and "Take Home, Bring Back." This will allow students to practice their organization skills (fifth grade only).
2. Students will have a "Friday Folder" that will increase communication with students and parents about academic performance for the week (See Appendix I & J) (fifth grade only).
3. Students will have a folder for each regular education class. a checklist inside the folder will help with their organization skills (fifth grade only).

D. Locker/Desk Organization (Class Room).
1. Students will be required to organize their personal locker/desk every Friday.

2. Students will be placed into groups of 3 or 4. The students will work together to check to make sure their desk/locker is clean and organized (fifth grade only).
3. Students will report to teacher when their locker is clean and organized (high school only).
4. The teacher will check each Friday to ensure that the lockers/desks are organized.

E. Attendance Records (high school only).
1. Students will be required to keep a record of absences whether they are unexcused or excused.
2. Students will keep a record of their tardies.

F. Student Checklist (high school only).
1. The checklist will be used as a data collection method for student responsibility. The teacher will use this checklist to support the students self discipline.

IV. Employ learning activities that require metacognitive and behavioral reflection.
A. "I Can" Chart (See Appendix N) (fifth grade only).
1. Students will write in their own words what they can achieve.
2. Teacher will collect student lists and combine them on chart paper.
3. As students develop new skills they will be added to the list.
4. The chart becomes a record of what the class has accomplished.

B. Responsibility Poster (Class Room)
1. Students will be required to construct a poster reflecting on their responsibilities.
2. Students will be required to do this at the beginning and the end of the intervention.

C. Goal Sheet (high school only)
1. Students will be required to complete a goal sheet that should reflect on their academic and behavioral goals (See Appendix S).
2. The student and teacher will reflect on their goals in an interview session. This will be done once for every nine weeks.
3. The goals and a summary of the interview will be mailed to the parents to increase parent involvement (See Appendix R).

D. Discipline referral questionnaire (See Appendix Q) (high school only).
1. Students will be required to fill out their own referrals when a classroom rule has been broken.
2. Students will gather all of their referrals in order to allow reflection on their behavioral responsibility.

Methods of Assessment

In order to assess the effects of the intervention, teachers will measure an increase or decrease in the targeted students personal and interpersonal responsibility by using teacher constructed surveys prior to the intervention, as well as at the end. Throughout the intervention, teachers will use teacher observation checklists, and teacher journals to assess weekly progress. Students will write in journals to reflect on their progress.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The purpose of the project was to increase the targeted students academic and interpersonal responsibilities. In order to accomplish this purpose, we increased the use of student choice in classroom activities, implemented a series of learning activities addressing student organizational skills, and employed learning activities that require metacognitive and behavioral reflection.

In order to accurately identify the problem, the teachers conducted student surveys. The surveys were administered prior to any interventions. The data from the surveys were scored and analyzed. Next, teachers recorded journal entries on a weekly basis, not daily as noted in the action plan. Students wrote in journals bi-weekly in the high school class. On the fifth grade level, oral group discussions were substituted for journals. Originally, we had planned to write in student journals weekly at the high school and fifth grade level. To conclude the data collection process, teachers used a checklist to measure the presence of responsible behavior.

In order to increase student responsibility, a three-pronged approach was employed. One approach increased the use of student choice in classroom activities, the second implemented a series of learning activities addressing student organizational skills, and the third employed learning activities that required metacognitive and behavioral reflection.

To increase the student choice in physical education, students were assigned to lead exercises twice during the intervention, requiring them to follow a three-segment workout plan. Students chose from various activities to construct the workout. During the first week the teacher taught a three segment workout. As an example see Appendix O.

Students were given a choice of various assessment tools throughout the intervention. At the fifth grade level, they did posters, used text books to take tests, gave subject reports (verbal or written), created character puppets, and used graphic organizers. For example, students were placed into groups of four or five, where they were asked to make a list of facts on Abraham Lincoln, using trade books, textbooks, and the Internet. Students then constructed graphic organizers to display their information. (See Appendix K for complete lesson.)

In order for the students to increase their level of responsibility at the high school level, two things were attempted. First, the teacher used a wide variety of assessment tools, which consisted of posters, open book tests, role-play situations, and graphic organizers. For example, one lesson was on the assassination of Abraham Lincoln. Once the students read a story on the assassination, they used the Internet and a graphic organizer to compare and contrast the facts. (See Appendix T for sample lesson.) As a side bar, anger control was taught in many different situational experiences through role-playing.

The second activity that was used in order to increase responsibility was Cooperative Learning. The high school teacher used Cooperative Learning in the classroom to allow the students to complete required projects. For example, students watched video tapes on choices that they will be making in the future. These videos were on a variety of subjects such as sex, drugs, depression, and divorce. Cooperative Learning was incorporated during these lessons by

allowing the students to fill out the video checklists, which were used to check for understanding. Group discussions on each video followed.

During the intervention, a series of learning activities that addressed student organizational skills were used. In the behavior disorder classroom, four different instruments that addressed their organization skills were: Agenda / Assignment books, Locker / Desk organization, attendance records, and a student checklist for responsibility. In the fifth grade classroom, a Take Home folder, Friday folder, and assignment book were used to increase organizational skills.

The Agenda / Assignment book that was required was issued at the beginning of the year to all students, requiring them to bring their book to each class and use this as their organizer of homework, major projects, and tests. Each teacher checked their books in order to ensure that they were being used properly. Also, the book was used as a quick communication tool with the parents about homework, tests, and other educational issues.

In the fifth grade physical education class, daily equipment set-ups were used to teach students organizational skills. Each student was required to help the teacher with equipment set-up two times, for a week at a time. Jobs varied from helping set-up the soccer field to preparing the gym for the hockey game.

On the first day of school, students were required to label a red folder as a Take Home Folder, which was to be left out on the students' desks at all times during the day to enable them to easily put the day's assignments / notes into the folder without misplacing them in their desks. The Take Home folder was labeled on the inside to further aid organization, one side was labeled *Take Home; Leave Home*, and the other side, *Take Home; Bring Back*.

Students in the fifth grade classroom were responsible for keeping a Friday folder. This folder had a checklist on one side of the folder and a grading scale on the other. Graded papers were only sent home on Fridays unless the school week was shorten. Students were required to mark their own checklist each week to show the grades of their papers for that week, and required to get their Friday folder signed each week by a parent or guardian. As noted in the action plan, a separate folder was used for each subject. The checklist, as described in the action plan, was omitted from the subject folders because the students showed no need for them.

A locker organization sheet was used in the high school behavior disorder classroom to improve students' organization skills. The teacher checked each of the student lockers at the end of the week. The students did such a good job that the organization sheet was discontinued at the end of the fifth week. Also, the students were required to keep a record of their attendance and tardies. This enabled the students to view their unexcused absences on their own record form.

The last instrument used with the high school population, was a checklist for student responsibility. The list indicated whether the students were on time, used appropriate language, prepared for class, used their time wisely, had work to do, and brought their agenda book to class.

The intervention employed learning activities that required metacognitive and behavioral reflection. In the fifth grade classroom, students compiled an "I Can" chart. Students wrote down, in their own words, what they could achieve. The teacher collected the student lists and combined them on chart paper. As the students developed new skills, they were added to the list. The chart became a record of what the class had accomplished.

In addition, the fifth grade classroom students were required to construct a poster reflecting their responsibilities. This activity was done at the beginning and end of the intervention.

The three activities that the teacher used in the behavioral disorder classroom that required metacognitive and behavioral reflection were: responsibility posters, goal sheets, and discipline referral questionnaires. The responsibility poster was done only once as opposed to twice as noted in the action plan. The rubic (See Appendix U) for the poster was developed by the students and allowed them to have criteria to apply to their own work.

The goal sheet (See Appendix S) was used in order to allow the students an opportunity to determine their goals, strive to achieve them, and then to evaluate their progress. The teacher then met with each student in order to evaluate and reflect on their progress. This was done every six weeks as opposed to every nine weeks as stated in the action plan. The last use of the goal sheet was as communication tool for use with their parents. They were mailed to the parents every six weeks also as opposed to every nine. Parents really appreciated the updates, and it appeared to keep the faculty and students well-informed of progress.

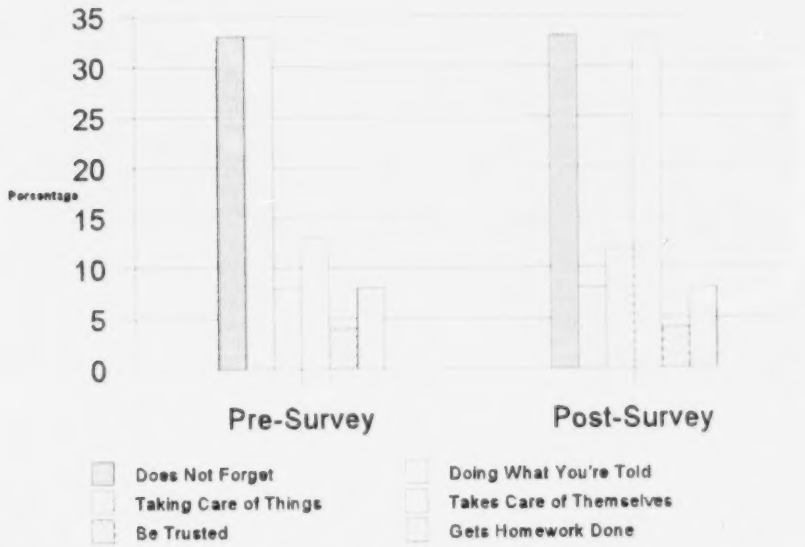
The discipline referral questionnaire (See Appendix Q) was used when the students failed to comply with the classroom rules. The students were required to collect their referral questionnaires in order to reflect on them. The reflections were done every six weeks to coincide with the academic and behavioral goal setting process.

The intervention ended in late December, after approximately twelve weeks of interventions to increase the students personal and interpersonal responsibilities. The changes in

student responsibility were measured by teacher constructed surveys, teacher observation checklists, student journals, and teacher journals

Presentation and Analysis of Results

In order to access the effects of the intervention on student behavior, a pre and post survey were administered. The data gathered from the surveys is presented and analyzed in figures 8- 13.

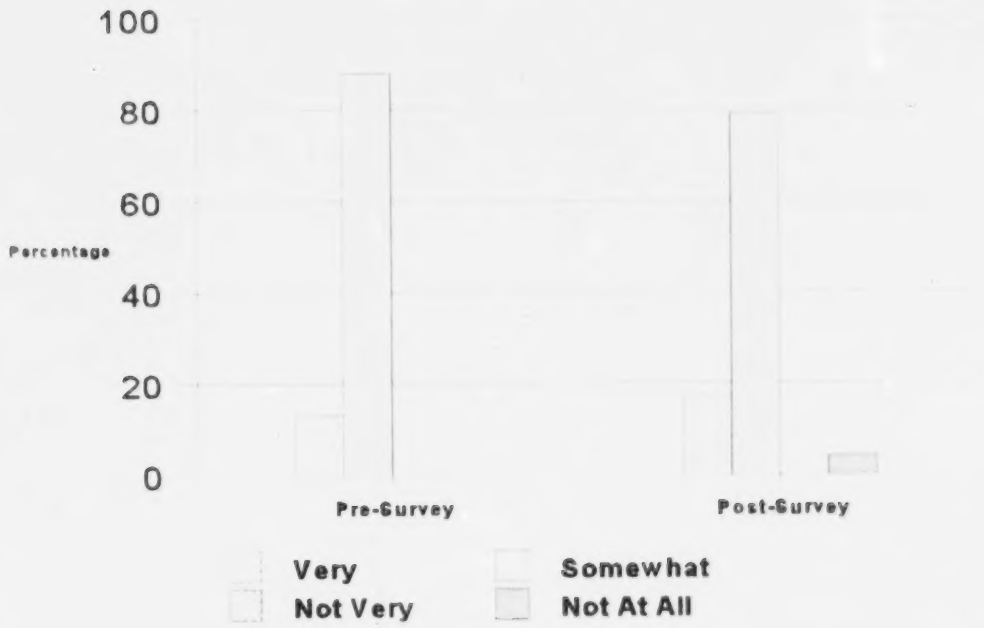


Does Not Forget	33	33
Doing What You're Told	33	8
Taking Care of Things	8	12
Takes Care of Themselve	13	33
Be Trusted	4	4
Gets Homework Done	8	8

Figure 8- Question 1 - What do you think it means to be a responsible person?

After completing the intervention, students' understanding of responsibility has changed from compliance to taking care of themselves. On the post survey, the percentage of students choosing compliance fell by 25% and the students choosing *taking care of themselves* rose by 20%.

BEST COPY AVAILABLE



Very	13	17
Somewhat	88	79
Not Very	0	0
Not At All	0	4

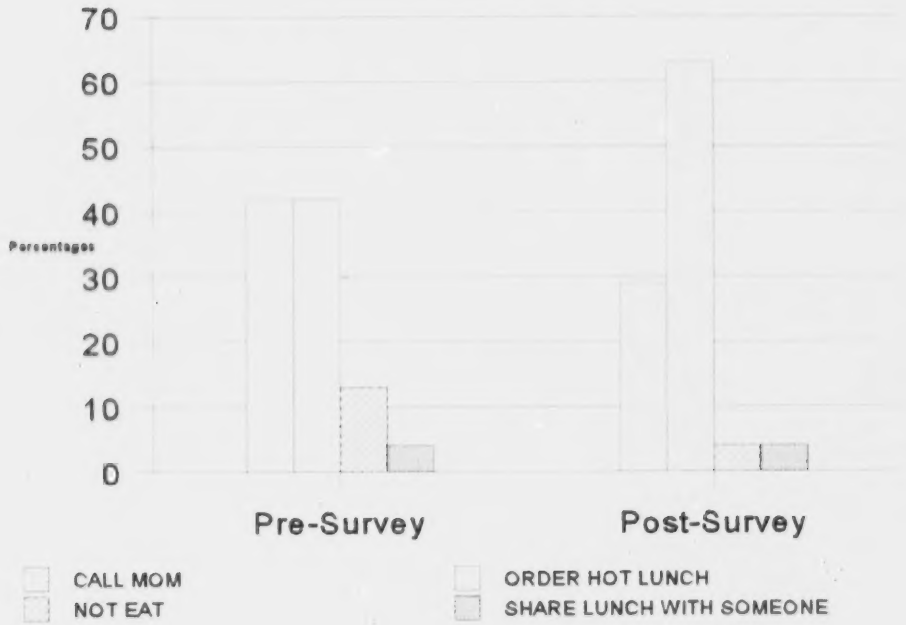
Figure 9- Question 2 - How would you rate yourself as being a responsible person?

The results of the post survey show 96% of the students feel that they are responsible, while 4% feel that they are not. This data coincides with the data collected prior to the intervention.

0-5	71	67
5 - 10	25	13
10 - 15	0	13
MORE THAN 15	4	8

Figure 10- Question 3 - How many times last year did you forget your homework?

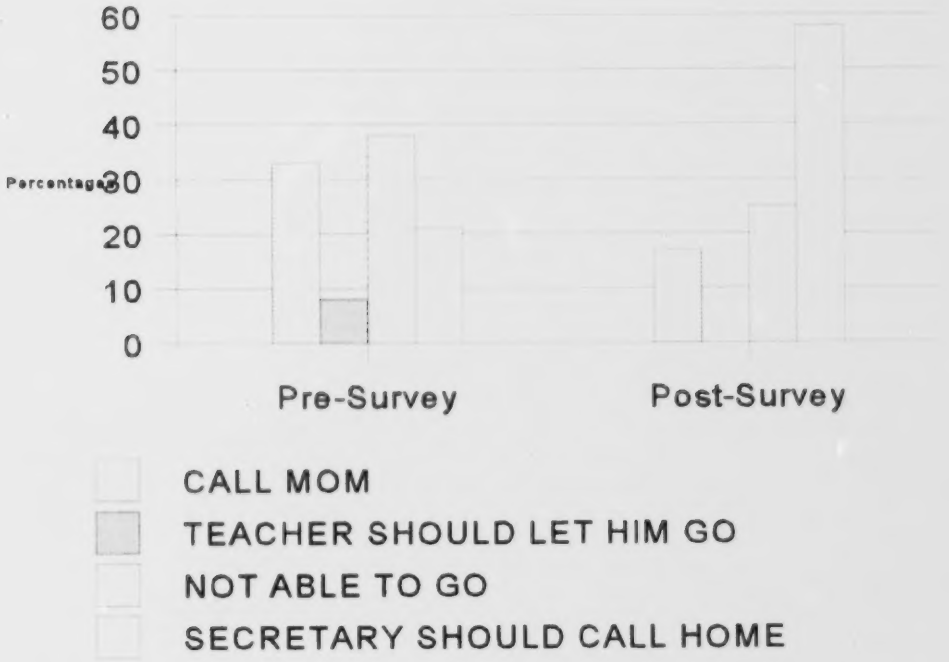
In the pre-survey, 97% of the students forgot their homework 10 times or less last year The data in the pre-survey is comparable to the data collected on the homework check list used during the intervention Only 4% of the students failed to do their homework more than 15 times during the intervention



CALL MOM	42	29
ORDER HOT LUNCH	42	63
NOT EAT	13	4
SHARE LUNCH WITH SOMEONE	4	4

Figure 11- Question 4 - Sue gets to school and realizes she forgot her lunch. She should:

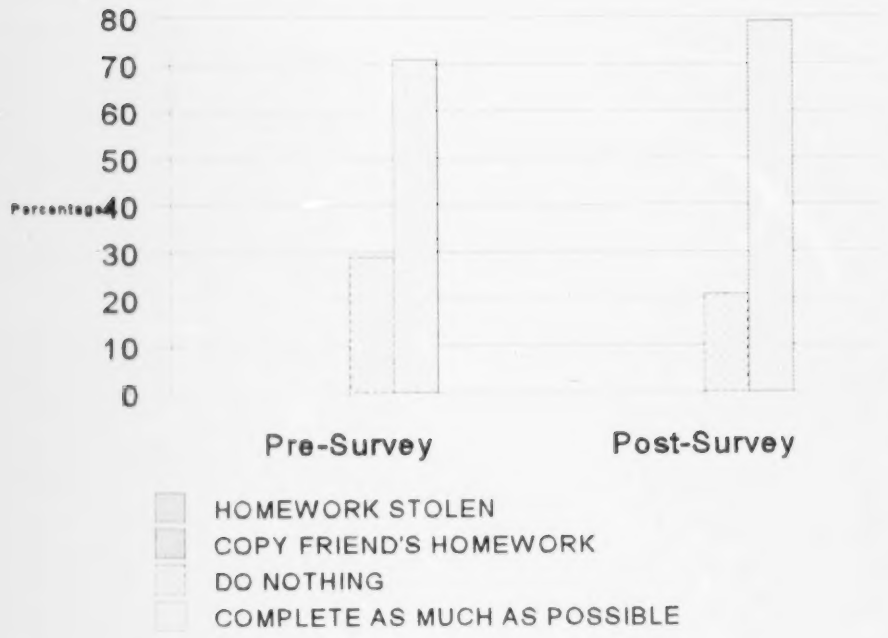
The post survey data indicates that there was an increase of 21% of students who chose an action that demonstrated responsible behavior. Also, 13% fewer students felt that it was appropriate for their mother to rescue them by bringing their lunch to school. This shows an increase of student responsibility.



CALL MOM	33	17
TEACHER SHOULD LET HIM GO	8	0
NOT ABLE TO GO	38	25
SECRETARY SHOULD CALL HOME	21	58

Figure 12- Question 5 - On Monday, the teacher handed out permission slips for a field trip to be held on Friday. She said it must be signed and returned by Friday. Ryan forgot his slip at home on the kitchen table. The slip was signed by his mother. He should:

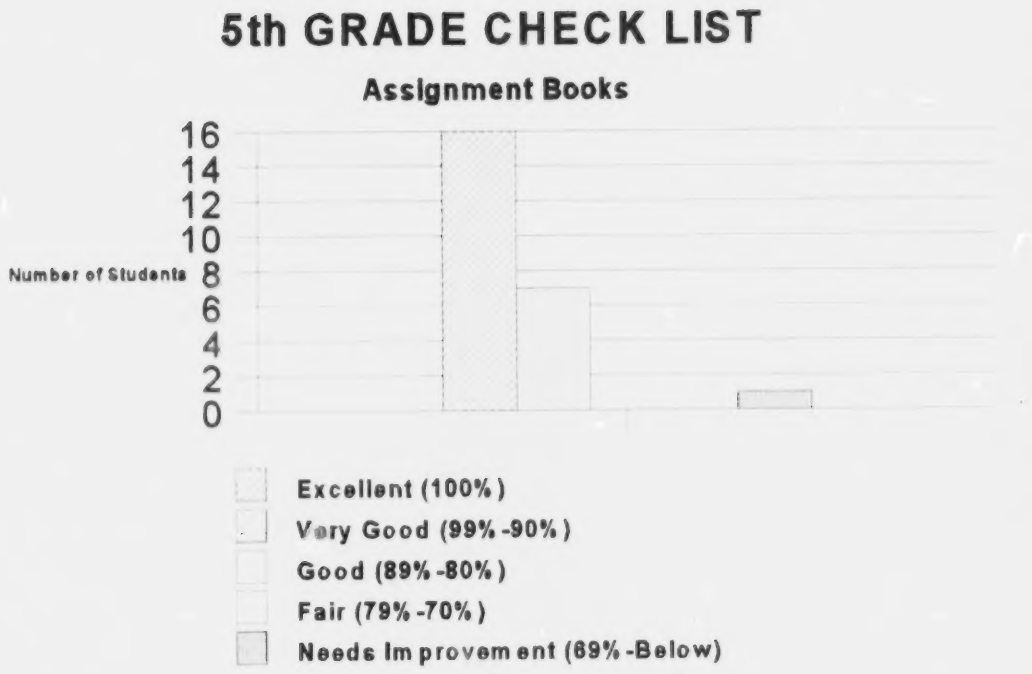
The post data shows an increase of 37% of students that chose to place the responsibility on the school secretary to call home. This action is enabling and is commonly practiced by the secretary. An increase in this response could be because no one ever forgot to bring in a signed permission slip for a class trip, therefore, no one ever suffered the consequences.



HOMEWORK STOLEN	0	0
COPY FRIEND'S HOMEWORK	0	0
DO NOTHING	29	21
COMPLETE AS MUCH AS POSSIBLE	71	79

Figure 13- Question 6 - Ryan was riding the bus to school and his friend Tim asked him if he had his math workbook page completed. Ryan forgot to do his math homework. He only has five minutes until he gets to school. He should:

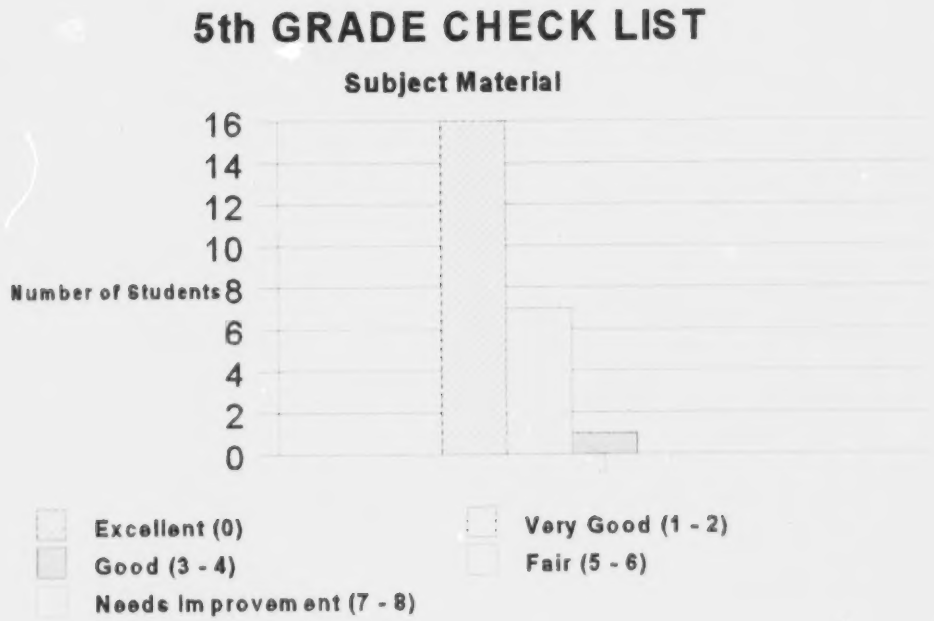
The post data concurs with the pre data, no students chose a response that included lying There was a slight decrease of 8% of the students who were willing to receive a zero, while there was an increase of 8% of students who would try to complete as much as possible This indicates that through our intervention, more of the students were willing to take responsibility for themselves rather than putting the responsibility on someone else



Excellent (100%)	16
Very Good (99%-90%)	7
Good (89%-80%)	0
Fair (79%-70%)	0
Needs Improvement (69%-Below)	1

Figure 14- 5th Grade Check List: Having their assignment book completed.

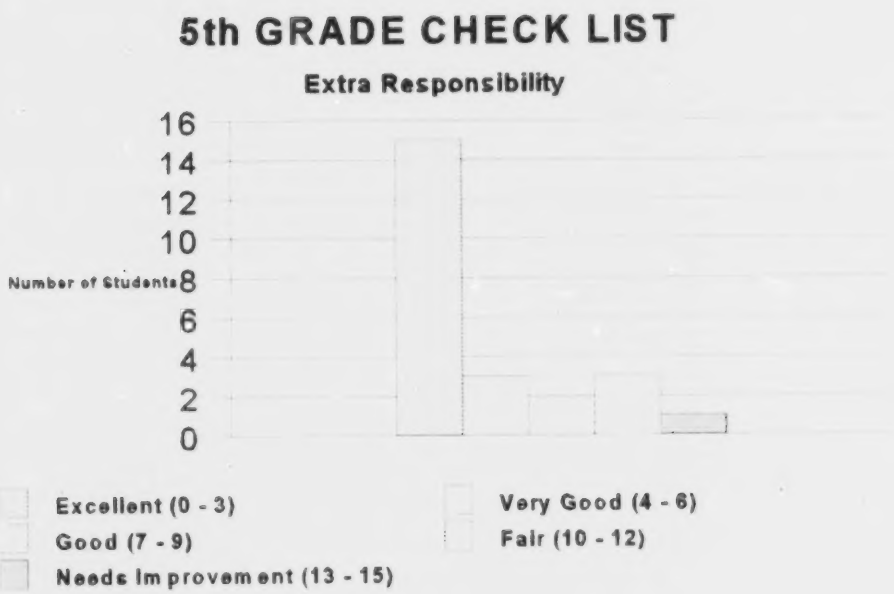
Sixty-Six percent of the students had their assignment books at school and properly filled out 100% of the time. Twenty-nine percent of the students had the task completed 90% of the time or more, ninety-five percent of the class rated excellent or very good in completing the task. The responsibility shown by the completion of the assignment book has contributed and enhanced students' overall academic performance.



Excellent (0)	16
Very Good (1 - 2)	7
Good (3 - 4)	1
Fair (5 - 6)	0
Needs Improvement (7 - 8)	0

Figure 15- 5th Grade Check List: Number of times students did not have their subject material needed for class

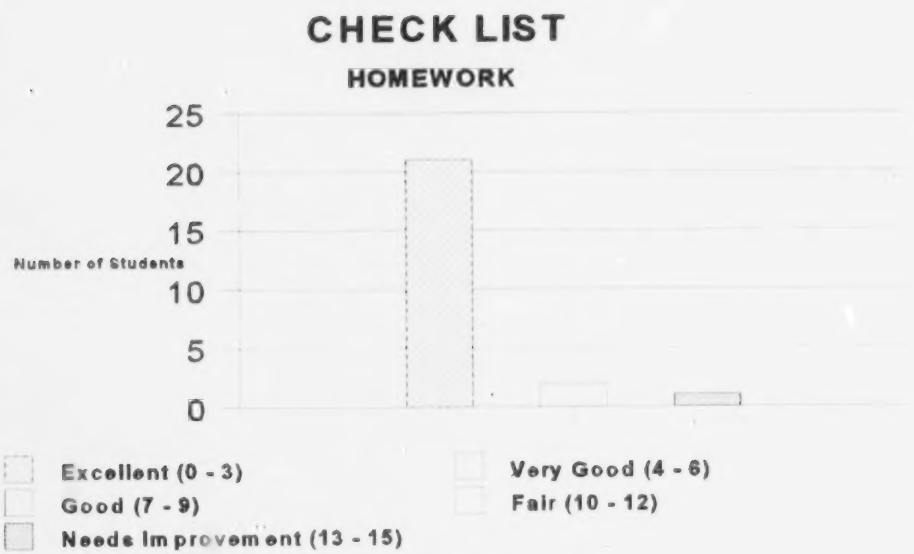
One hundred percent of the class received a rating of good or above for bringing the materials needed to participate in class. Sixty-six percent of the class had the materials needed for class all of the time. Twenty-nine percent of the students were missing the necessary materials for class only one or two times. The findings show that a majority of the group was prepared for class, which contributed to their academic growth.



Excellent (0 - 3)	15
Very Good (4 - 6)	3
Good (7 - 9)	2
Fair (10 - 12)	3
Needs Improvement (13 - 15)	1

Figure 16- 5th Grade Check List: The number of times the student forgot some extra responsibility.

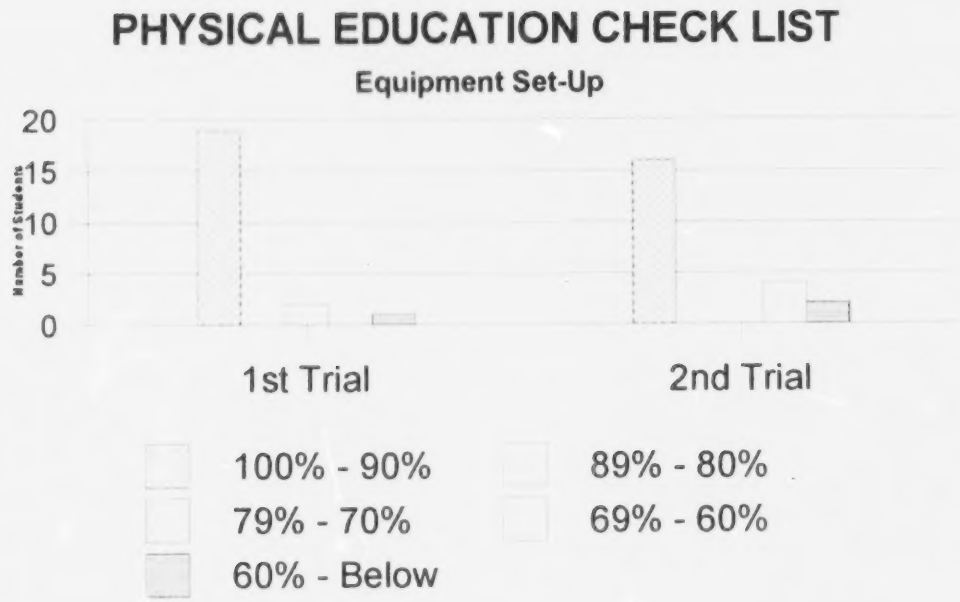
This category of the student check list is labeled "extra". It includes items such as forgotten lunches, band instruments, field trip permission slips, Friday Folder, and student progress reports. Eighty-four percent of the students rated good and above in this category. Sixty-three percent of the students received an excellent rating which means that the students failed in their responsibilities 3 times or less. These data parallel the findings in the other three categories on the Student Check List.



Excellent (0 - 3)	21
Very Good (4 - 6)	0
Good (7 - 9)	2
Fair (10 - 12)	0
Needs Improvement (13 - 15)	1

Figure 17- Number of times students did not complete their homework.

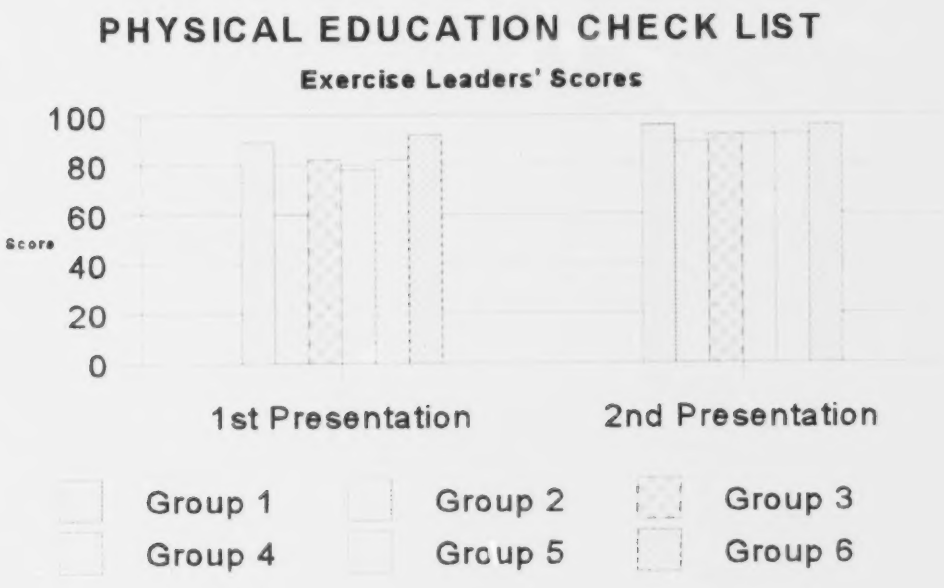
The high rating on homework completion is directly connected to the use of the student assignment book. When the assignment book is completed correctly, it contains the students homework assignments for the day, therefore, the students know what assignments need to be completed for the next day. Ninety-six percent of the students received a score of good or above with 88% of these scoring in the excellent category.



100% - 90%	19	16
89% - 80%	0	0
79% - 70%	2	0
69% - 60%	0	4
60% - Below	1	2

Figure 18- Scores in percent, the number of times each student completed equipment set-up during 1st and 2nd trial.

On the first trial, 95% of the students completed the tasks with a rating of 70% or above. Eighty-six percent of this group completed the task with a 90% rating or above. On the second trial, 73% of the students completed the task with a rating of 90% or better. Twenty-seven percent of the students on the second trial fell below the 70% rating. The data show a decrease in student responsibility between the first and second trial. The teachers felt a contributing factor for the decline of student responsibility was the increased number of days off from school during November and December.



Group 1	89	96
Group 2	60	89
Group 3	82	92
Group 4	78	92
Group 5	82	92
Group 6	92	96

Figure 19- Physical Education Check List: Scores on exercise leaders by groups, for first and second presentations.

The data show an increase in percentage from the first presentation to the second. The average increase of the groups was 12%, with one group increasing their score by 29%. The teachers felt that the increase in scores are due to the groups preparation for the second presentation. The second time the groups knew the expectations and prepared their presentations accordingly, thus showing a greater responsibility for learning.

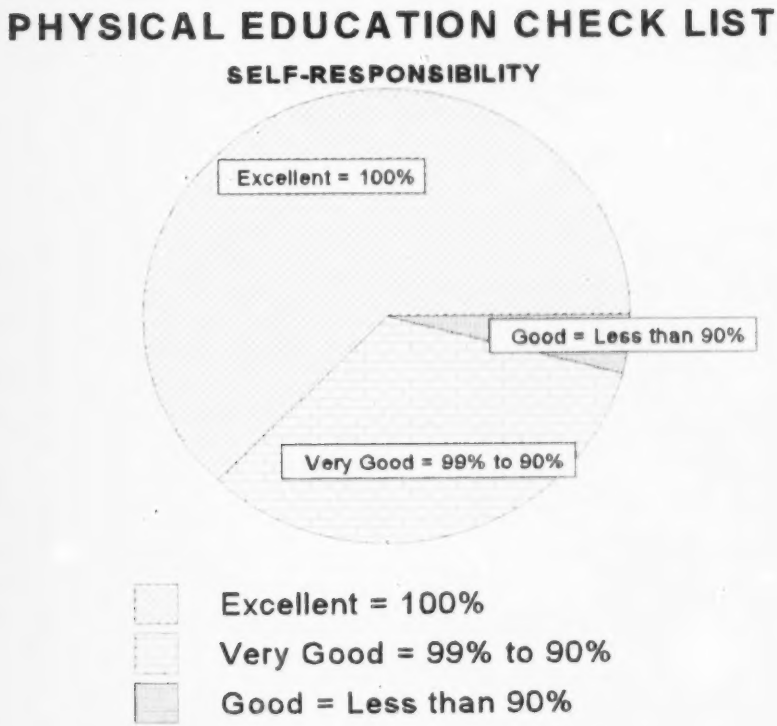

PHYSICAL EDUCATION CHECK LIST
SELF-RESPONSIBILITY
Excellent = 100%
Good = Less than 90%
Very Good = 99% to 90%
Excellent = 100%
Very Good = 99% to 90%
Good = Less than 90%

Figure 20- Physical Education Check List: Scores in percent, the number of times the students were self-responsible in class.

Ninety-six percent of the students showed self responsibility by rating very good or above Sixty-three percent of the students demonstrated self responsibility receiving an excellent rating The high percentage of students showing self responsibility in physical education class coincides with the high ratings of self responsibility found in the fifth grade classroom check list

Site B

The High School Behavioral Disorder teacher used two assessment tools in order to assess the effects of the intervention. The first activity was a student survey, which was given at the beginning and end of the intervention. This survey was developed in order to assess student responsibility, or the lack thereof, for each student. The main reason to give the survey at the beginning and end of the intervention is to compare the results. The results of the two surveys are documented in Table 2.

Table 2

Questions and student responses on student surveys

Questions	Pre-Survey	Post-Survey
Meaning of Responsibility	Homework done and good grades. When people trust you. When someone can rely on you at anytime. Take responsibility for your own actions.	Show up on time and get good grades. Show up on time and be prepared. To do what older people want you to do. Take punishment like a man and don't blame others.
Rating of self as a responsible person	Very 25% Somewhat 75% Not Very 0% Not at All 0%	Very 0% Somewhat 100% Not Very 0% Not at all 0%
Absent / Tardy without parent excuse.	0 - 5 100% 6 - 10 0% 11 - 15 0% 16 - 20 0%	0 - 5 80% 6 - 10 20% 11 - 15 0% 16 - 20 0%
Principal called you to the office for something you did not do and he was "in your face."	Sit there with my mouth shut. I would get in his face and tell him to get out of mine. Tell him that he was wrong and I did not do anything. I would remain calm because I did not do anything.	Yell back and walk out of the office. Walk out of his office. Put my head down. I would tell him to back off then explain my side.

Someone tried to pick a fight with you because they heard that you were starting rumors about them.	Ask them who said I was starting rumors and talk to them. Get one of my friends to handle it. Try to explain that I didn't say anything and if they kept mouthing I would probably hit them. Tell them I didn't start rumors about them.	Ask them why I would start rumors and go from there. Try to explain that I didn't say anything and go from there. Tell them I didn't start rumors about them and try to be their friend. Walk away, if they wanted to fight, I would.
Your parents told you to be home by midnight. Your friends don't have a curfew. What would you do?	Be home by midnight. Go home on time so I could go out next week. I would go home. Compromise and be home by 12:30.	Be home by midnight. Go home on time. I would go home. Tell them that I have stuff to do in the morning.
You forgot to do your Math take-home test. What are you going to do?	Get it done real quick. Tell the teacher you forgot it and ask for another day. Tell the teacher that you will stay after to make it up. Do it during resource.	Get it done real quick. Tell the teacher you forgot and ask for another day. Do it during resource or on the bus. Do it during resource.

As stated earlier in the paper, these students are generally concerned when they are standing face-to-face with their teacher. However, when a situation presents itself, they very rarely think about their responsibility within that situation. Referring back to the table shows that these students think that they are responsible, but for the most part, they can't write down a responsible reaction to solve a situation. One interesting aspect of the survey results was that in general, the students act more responsibly at home then they do at school. Through past experiences, this information was very hard to believe. These students may know what responsibility is, and how their responsibility, or the lack thereof, affects their situations as students, brothers and sons, but they can't turn this knowledge into action. In working with these students over the past 27 weeks, many more acts of irresponsibility were witnessed than those of responsibility.

In order to measure the responsibility while the students were in the Behavior Disorder classroom, a check list was developed to show specific areas requiring improvement. The check list was filled out as part of each class period. The six requirements that were involved on the check list were, on time, appropriate language, being prepared, having homework to do, or homework that is done, agenda book, and using their time wisely. The results were done in three two-week intervals throughout the intervention. Results are shown in Figures 21 - 24.

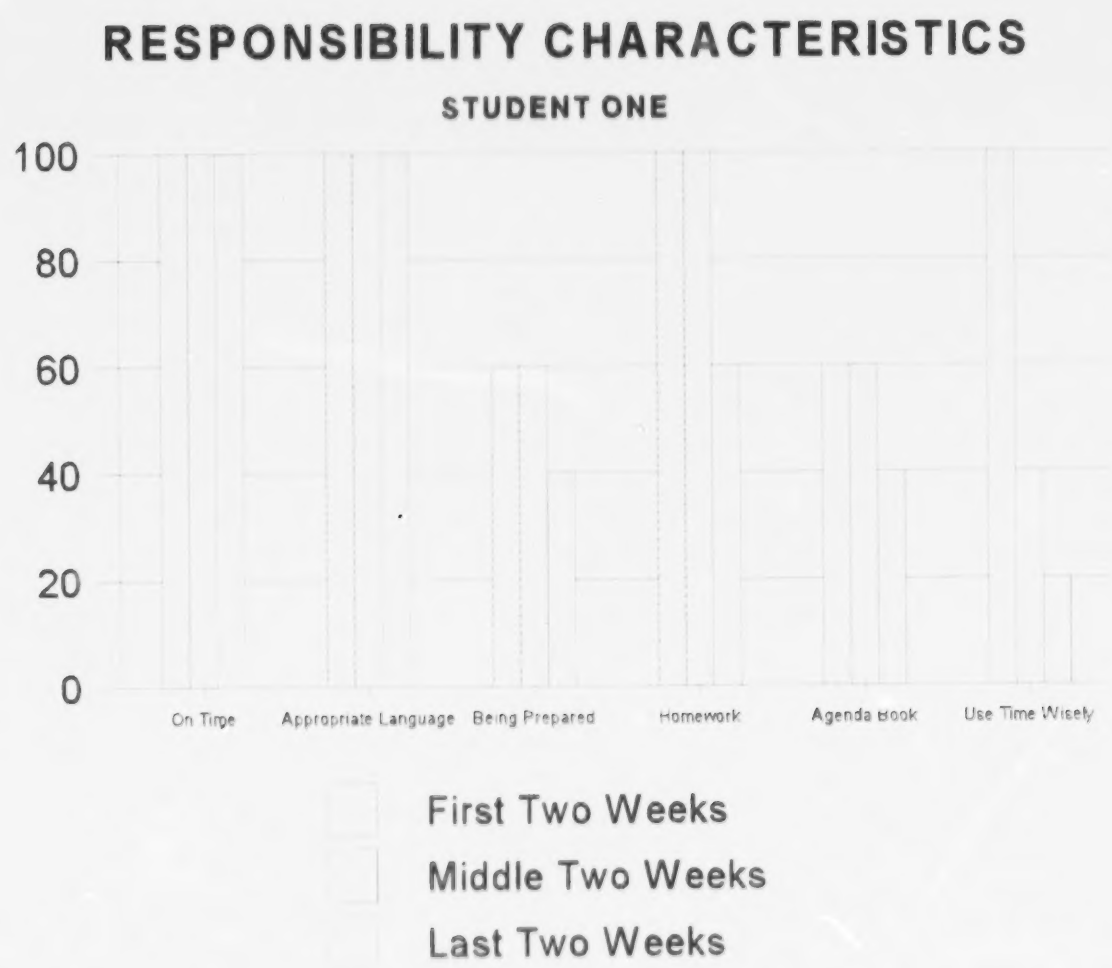


Figure 21

As shown in Chapter Two, this student follows the example of following general school rules such as being on time and using appropriate language, however, this student had a major problem with their organizational skills as show with the results of being prepared for class and consistently not having his agenda book

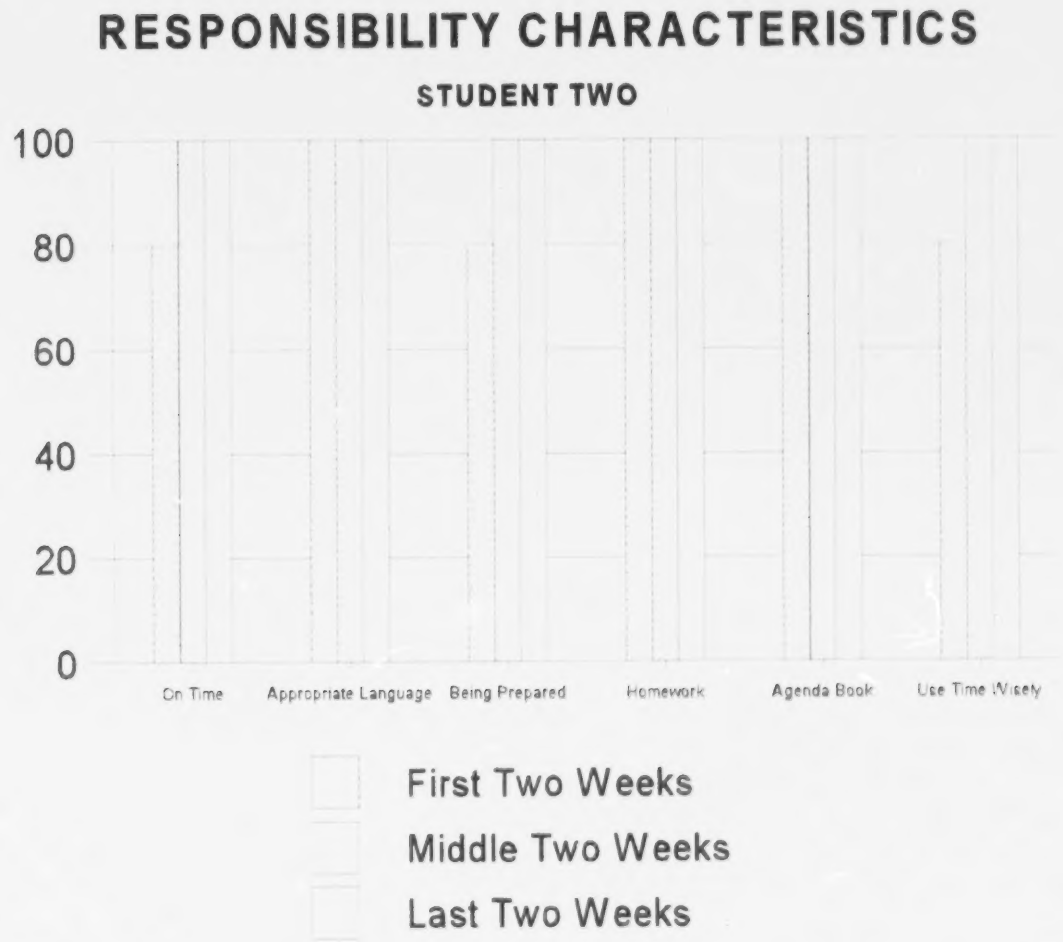


Figure 22

There were absolutely no problems with this student throughout the intervention It is believed that this student did so well because he is so young and have very little interaction with other Behavioral Disorder students

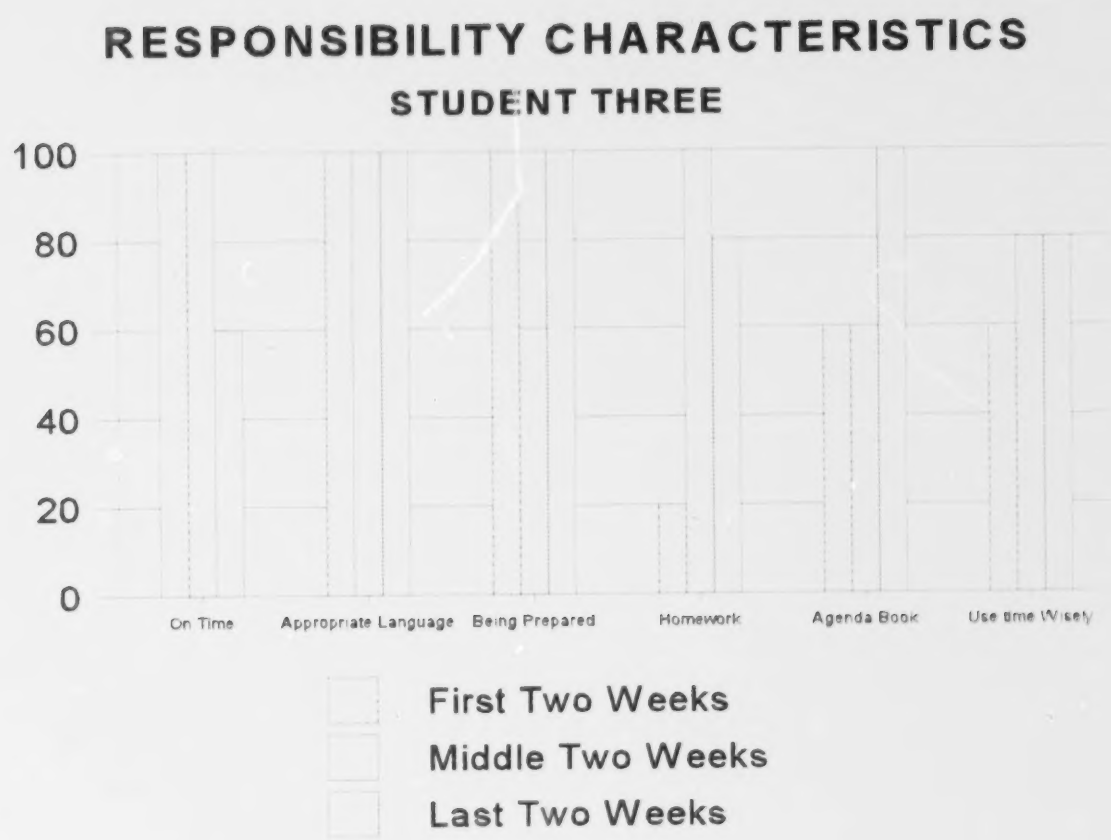


Figure 23

The data for this student shows marked improvement in the areas of being prepared, agenda book, and using their time wisely. This student made great efforts in responsibility, in all aspects of his life.

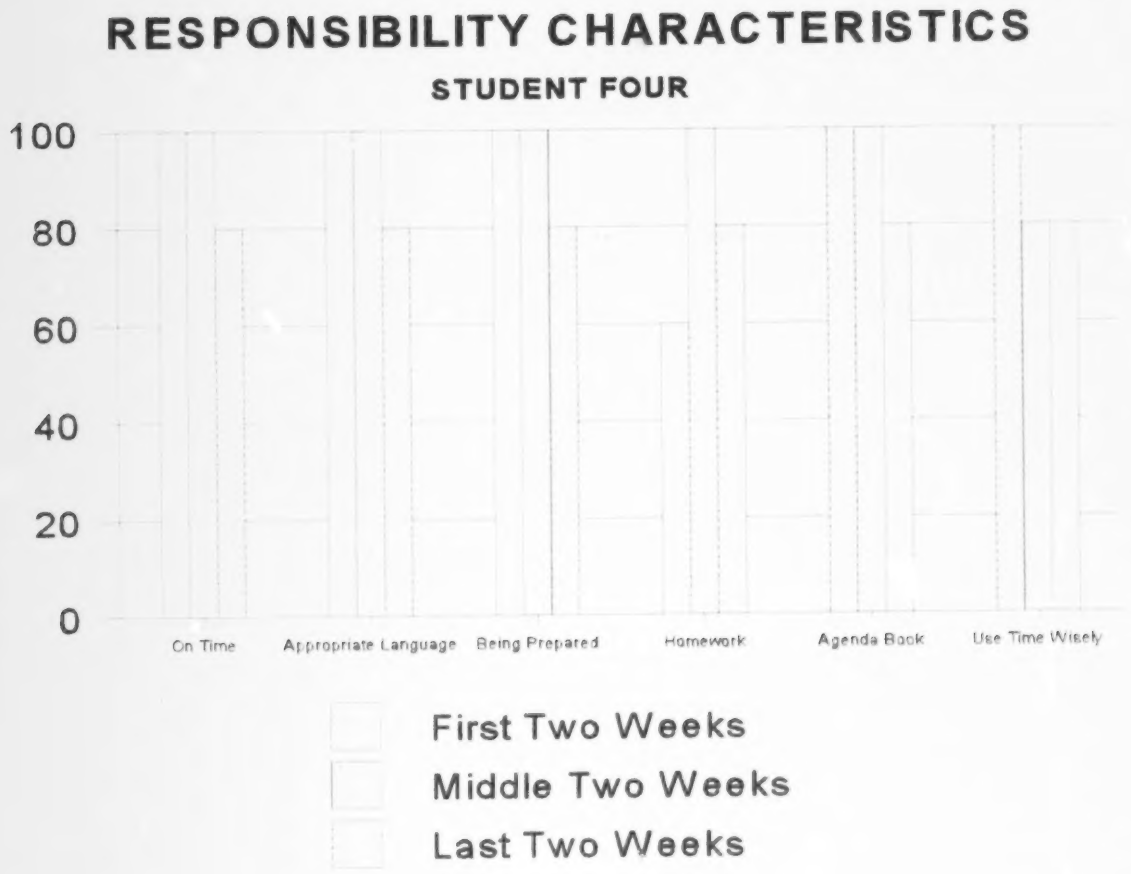


Figure 24

The data shows the consistency of this student throughout the intervention, although the last two weeks were lower then the first two weeks in most areas. This student was easily the overall benchmark of responsibility in the classroom.

Conclusions and Recommendations

After reviewing the data for the targeted fifth grade students, it could be concluded that at the beginning of the intervention the students were responsible. The teachers feel that even with the students starting at a high level of responsibility, the intervention maintained, or increased, their responsible behavior. During the intervention, students were quick to respond to the consequences of their irresponsible behavior because exceptions or excuses were not permitted. The teachers also feel the high self-responsibility level contributes to the high academic performance of the students.

In conclusion, the Behavioral Disorder teacher at the High School level feels encouraged that the information gathered from Figures 21 - 24 was, for the most part, consistent from week to week. Although results vary between individual students, consistency and improvement were seen in most cases. The concern at the High School level is that the students are responsible for their check list only in the Behavior Disorder classroom. Throughout the intervention, many examples of irresponsibility were displayed outside of the classroom. Overall, the check list and the survey is a good start to measuring student responsibility, but it needs to be done on a wider scale, as throughout the Special Education department.

After completing the intervention and analyzing the data, the teachers concluded that student responsibility can be increased.

Some of the positive results because of the intervention were, increased student organization, participation in class, preparedness for class, communication between students and teacher, peer cooperation, and academic performance. The increase in student responsibility has reduced the amount of time that teachers spend on classroom problems and allows them more

time to focus on academic growth.

The data show that the intervention seems to work better at the intermediate rather than at the high school level. At the intermediate level the intervention may have worked to maintain or increase student responsibility because the students are with the same teacher all day, providing consistent reinforcement of the desired behaviors. At the High School level, the intervention and its assessment instruments were not used throughout the students' schedule. This narrow implementation time may have mitigated the results of the intervention. The researchers feel that the intervention would work best if it was started at the elementary level and consistently used throughout the students' academic career.

To achieve long term results, the intervention needs to be used by entire school districts. The school districts would need to add responsibility to their curriculum by incorporating teacher training, guest speakers, community involvement, teacher assessment and student assessment. Overall, the teachers feel the intervention provided valuable insights and knowledge regarding student responsibility.

References

Berman, S. & Berreth, D., (1997). The moral dimensions of schools. Education Leadership, 34 (8), 24-27.

Borchardt, K. & Grossnickle, D. & Layne, D., (1992). How to help promote student responsibility. National Association Secondary School Principles, 47,48.

Brooks, D., & Kann, M., (1992). Value-added education. The American School Board Journal, 179 (12), 24-27.

Compagnone, N., (1995). Teaching responsibility to rural elementary youth. Journal of Physical Education, Recreation and Dance, 66 (6), 86-90.

Emmett, J., & Lindquist, N., & Lundeberg, M. & Osland, P., (1997). Down with put-downs. Educational Leadership, 55 (2), 36-37.

Evans, T., (1996). Encouragement: The key to reforming classrooms. Educational Leadership, 54 (1), 81-85.

Garbarino, J., (1997). Educating children in a socially toxic environment. Educational Leadership, 54 (7), 12-16.

Johnson, D., & Johnson, R., & Stevahn, L., & Hodne, P., (1997). The three C's in safe school. Educational Leadership, 55 (2), 8-13.

Jenkins, D., (1994). An eight-step plan for teaching responsibility. The Clearing House. (pp. 269-270).

Kohn, A. (1994). Eric Clearinghouse on Elementary and Early Childhood Education. The risk of rewards (Report No. RR93002007). Urbana, IL. (ERIC Document Reproduction Service No. ED 376990).

Kohn, A., (1997). How not to teach values. Phi Delta Kappan, (78) (6), 429-439.

Lasse, L., (1996). Tools to help kids develop organizational skills. Instructor, (1), 100-102.

Lasse, L., (1997). Tools to help kids take responsibility for their learning. Instructor, (2), 96-97.

Lazear, D., (1992). Seven ways of knowing. In A. Costa, J. Bellanca & R. Fogarty (Eds.). If Minds Matter: A Forward to the Future Vol. 2. (pp. 135-150). Palatine, IL.: IRI/Skylight.

Levine, D., (1997). Someday that might be me. Educational Leadership, 55 (2), 33-35.

Lewis, C., & Schaps, E., & Watson, M. (1996). The caring classroom's academic edge. Educational Leadership, 54 (1), 16-21.

Lickona, T., (1993). Creating a moral community in the classroom. Instructor, (103) (1), 69-72.

Lincoln, W., (1993). Helping students develop self-discipline. Learning, (21) (1), 38-41.

McCabe, M., & Rhoades, J., (1992). Developing responsibility through cooperation. In A. Costa, J. Bellanca & R. Fogarty (Eds.). If Minds Matter: A Forward to the Future Vol. 2. (pp. 209 - 219). Palatine, IL.: IRI/Skylight.

McJunkin, M. & Tyree, C. & Vance, M., (1997). Teaching values to promote a more caring world. Journal for a Just and Caring Education, 3 (2) 215-226.

Moody, B., & McKay, L., (1993). PREP: a process, not a recipe. Educational Leadership. (pp. 71-73).

Nelson-Nasca, D., (1993). Teaching students to be active learners: The principal's role. National Association Secondary School Principles Bulletin, 77(554), 70-75.

Newberg, N., (1995). Clusters: Organizational patterns for caring. Journal Phi Delta Kappan, 76 (9) 713-717.

Ornstein, A., (1994). Yearning to learning. The Executive Educator, 16 (7), 27-30.

Pauly, L., (1995). Know when to say no. Learning 24 (2), 12-14,16.

Schneider, E., (1996). Giving students a voice in the classroom. Educational Leadership, 55 (2), 36-37.

Shen, J., (1997). The evolution of violence in schools. Educational Leadership, 55 (2) 18-20.

Treade, M., (1991). Behavior: My problem or yours? Rock Writing (pp. 22-27). GCT Inc.

Welsh, P., (1992, Spring). It takes two to tango. American Educator 18-23, 46.

Wilmes, D., (1988). Parenting for Prevention. Minneapolis, MN.: Johnson Institute Books.

Woodbury, J., (1983). No more rules. Learning Successful Teaching Today, 26 (3), 25-27.

APPENDICES

Appendix A
Student Survey

1. What do you think it means to be a responsible person?

2. How would you rate yourself as being a responsible person?

very somewhat not very not at all

3. How many times last year did you forget your homework ?

A. 0-5
B. 5-10
C. 10-15
D. More than 15

4. Sue gets to school and realizes she forgot her lunch. She should:

A. Call mom to bring her lunch
B. Order a hot lunch
C. Not eat
D. Share lunch with a friend

5. On Monday the teacher handed out permission slips for a field trip to be held on Friday. She said it must be signed and returned by Friday. Ryan forgot his slip at home on the kitchen table. The slip was signed by his mother. He should:

A. Call mom to bring it to school.
B. Teacher should take his word and let him go
C. He should be unable to go
D. The secretary should call mom and ask her if Ryan can go

6. Ryan was riding the bus to school and his friend Tim asked him if he had his math workbook page completed. Ryan forgot to do his math homework. He only has five minutes until he gets to school. He should:

A. Tell the teacher his workbook was stolen
B. Copy Tim's homework
C. Do nothing
D. Complete as much of the assignment as he can

Appendix B
Student Survey

1. What do you think it means to be a responsible person?

2. How would you rate yourself as being a responsible person?

very somewhat not very not at all

3. How many days were you absent last year without having a parental excuse?

1-5 6-10 11-15 16-20

4. If you were called to the office by the principal for something that you did not do and he was "getting in your face", how would you react?

5. If someone tried to pick a fight with you because they heard that you were starting rumors about them, what would you do?

6. Your parents told you to be home by midnight. The friends that you are going out with do not have a curfew. How would you handle this situation?

7. You forgot to do your Math take-home test. What are you going to do?

Appendix C
Sample Student Journal Entries

The students will be required to keep a journal throughout the intervention period. The entries will consist of a variety of student reflections related to activities and lessons dealing with responsibility. The entries will be made weekly, and reviewed and commented on by the teacher.

9/4/98 - So far I think that I am doing a good job. I have stayed out of trouble so far and I think this could be one of my best years. Most of my classes are great except for U.S. History, which I will be lucky to pass that class. Some of my cool classes are Building Trades, Intro. To Auto, P.E., and Woods.

10/7/98 - The teacher had another talk with us about responsibility. He told me that I was doing a pretty good job, except that I need to bring more work to Resource class and use my time more wisely.

10/23/98 - Today, the teacher and I had a talk about early graduation which I am really excited about. It looks like a pretty good possibility as long as my attendance is decent and I don't get into too much trouble.

11/16/98 - I went into the teachers class today in order to ask advice on how to tell my mom that my girlfriend is pregnant. I realize that I got myself into this situation, so I am going to take responsibility for my actions. I know that this will change my life forever.

11/30/98 - Today I was issued a two day in-school suspension for skipping my detentions. The reason that I skipped my detentions is because I don't think I should be punished for not being as smart as everyone else in this stupid school.

12/1/98 - I went in and told my Principal that I was not serving the two day suspension and to do whatever he needed to do. He ave me a three day out-of-school suspension without any homework privileges. I think this is a bunch of shit, in the first place they can't punish me because I am not as smart as someone, and then they are going to give me zeroes in my classes for three straight days, which will make my grades worse.

12/14/19 - When I was going to P.E. today, I sat down on my number just as the bell stopped ringing, which gives me the second tardy of the semester, which means another detention. It was really no big deal but what pissed me off was that the teacher made such an issue about it. He is lucky that I did not tell him to stick his number where the sun don't shine. What a jerk.

Appendix C
Sample Student Journal Entries Continued

1/7/99 - We have semester finals next week and I know that I will fail most of them. I just hate taking tests about stuff that will never help me anyway. Overall, I think that I have done a pretty good job of being responsible, even though the stupid Assistant Principal says that he doubts that I will be included in early graduation next year.

Appendix D
Sample Teacher Journal Entries

Teachers will be keeping an implementation journal during the intervention period. The entries will consist of responses related to the activities and lessons on responsibility covered in the classroom. The entries will be recorded daily.

Sample Teacher Journal Entry - Fifth Grade Teacher

All of the fifth grade sent home a letter on the weekly newsletter stating: To develop student responsibility fifth grade students will not be allowed to call home for forgotten items. Progress Reports went home - five students with all A's. Only two Progress Reports were not signed and returned on time. Student remembered to take inhaler without being reminded before Physical Education.

Sample Teacher Journal Entry - Physical Education Teacher

In my weekly Teacher Journal, I wrote about how my students did for the week. I wrote about how each group did on their exercise leaders, equipment set-ups, student responsibility, and other general classroom and intervention information. Some examples for a week were, results on the written football test = 13-A's, and on 2-F's. Group #6 did a great job on exercise leaders and received the first A. Social behavior problems between two students in class. One girl forgot about Physical Education class and came to school in a dress. My Teacher Journal went along with my classroom check list.

Sample Teacher Journal Entry - Behavior Disorders Teacher

Actions Taken: Week of Nov. 16-20

The teacher checked student journals and responsibility check lists.

The teacher called a student's parents regarding their disrespectful behavior and tardies.

The teacher called the same student's probation officer regarding a visit next week.

The teacher had three individual meetings with students. The meeting went very well.

Reflection

I was very pleased regarding the student journals and responsibility check lists. The students did a good job of being objective in their journals, however, I would still like to see more effort given to the student check lists.

Appendix D
Sample Teacher Journal Entries Continued

I made two phone calls during the week. One was to a parent and the other was to the same student's probation officer. The calls were made in order to show the displeasure that the student was tardy several times during the week and also had an incident of verbal abuse towards another student and me. This student and I seemed to bang heads constantly during the week. However, I was very pleased with the continued support of the parents and the probation officer who made a home visit the next day to discuss school policies.

I was very pleased with the three meetings that took place during the week. Although the students are not achieving the level of responsibility that I had hoped, most everyone is making progress in recognizing responsible and irresponsible actions. One student even talked with me about his girlfriend recently getting pregnant and how he was going to deal with this major responsibility.

Appendix E

Observation Checklist 5th Grade Date(s) _____

Student	Jobs Completed	Assignment Book	Subject Materials	Extra	Homework Complete
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					

Blank = Completed I = Not completed X = Absent

Appendix F

OBSERVATION CHECKLIST

Student	Equipment set-up and take down					Exercise leaders	Self Responsibility		
	M	T	W	R	F	WEEKLY	W	R	F
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									
21.									
22.									
23.									
24.									
25.									
26.									
27.									
28.									

I=Not completed Blank=completed X=absent N/A = Not Applicable

Appendix G
Behavior Disorder Student Check List

"A" DAY

1A-

2A-

3A-

4A-

"B" DAY

1B-

2B-

3B-

4B-

Name _____

Period _____

STUDENT CHECK LIST FOR RESPONSIBILITY

Date	On Time	Appropriate Language	Prepared	Homework	Agenda Book	Uses Time Wisely

Appendix H
Rights and Responsibilities

Rights and Responsibilities

Everyone has

* the right to live safely
* the right to learn
* the responsibility to be polite, honest, and use time wisely

Appendix I
Sample Grading Scale

A	=	**100% - 94%**	**Excellent**
B	=	**93% - 86%**	**Above Average**
C	=	**85% - 76%**	**Average**
D	=	**75% - 70%**	**Below Average**
F	=	**69% - 0%**	**Failing**

Appendix J
Friday Folder

Parent Signature	Date	A's	B's	C's	D's	F's

Appendix K
Abraham Lincoln

Grade: Fifth
Number of Students: 24
Subject: Social Studies

Objective: As a result of their schooling, students will be able to recall 20 facts about Abraham Lincoln, with 98% accuracy.

Materials: Butcher paper, trade books, reference books, markers, scissors, colored pencils, glue, tape, and computer with Internet access.

Procedure:

1. Students will be placed into six groups with four students in each group.
2. Groups will be asked to list all the facts that they can about Abraham Lincoln, without using any reference materials or trade books.
3. Groups will then be asked to list as many new facts as they can using reference materials or trade books. Groups will be given 20-30 minutes to complete this task.
4. Students will retrieve information from the Internet to aid them with their project.
5. Groups will then be given the choice of various types of Graphic Organizers to use to display their information (time line, web, etc.).
6. Groups will use the butcher paper and art materials to construct the graphic organizers.

Assessment: As a result of their schooling, students will be able to recall 20 facts about Abraham Lincoln with 98% accuracy.

Appendix L
Abraham Lincoln Rubric

Group Name _____

_____

Date Due _____

Facts	_____	(30)
Organization	_____	(20)
Neat	_____	(15)
Cooperative Learning	_____	(10)
Done On Time	_____	(10)
Neat	_____	(10)

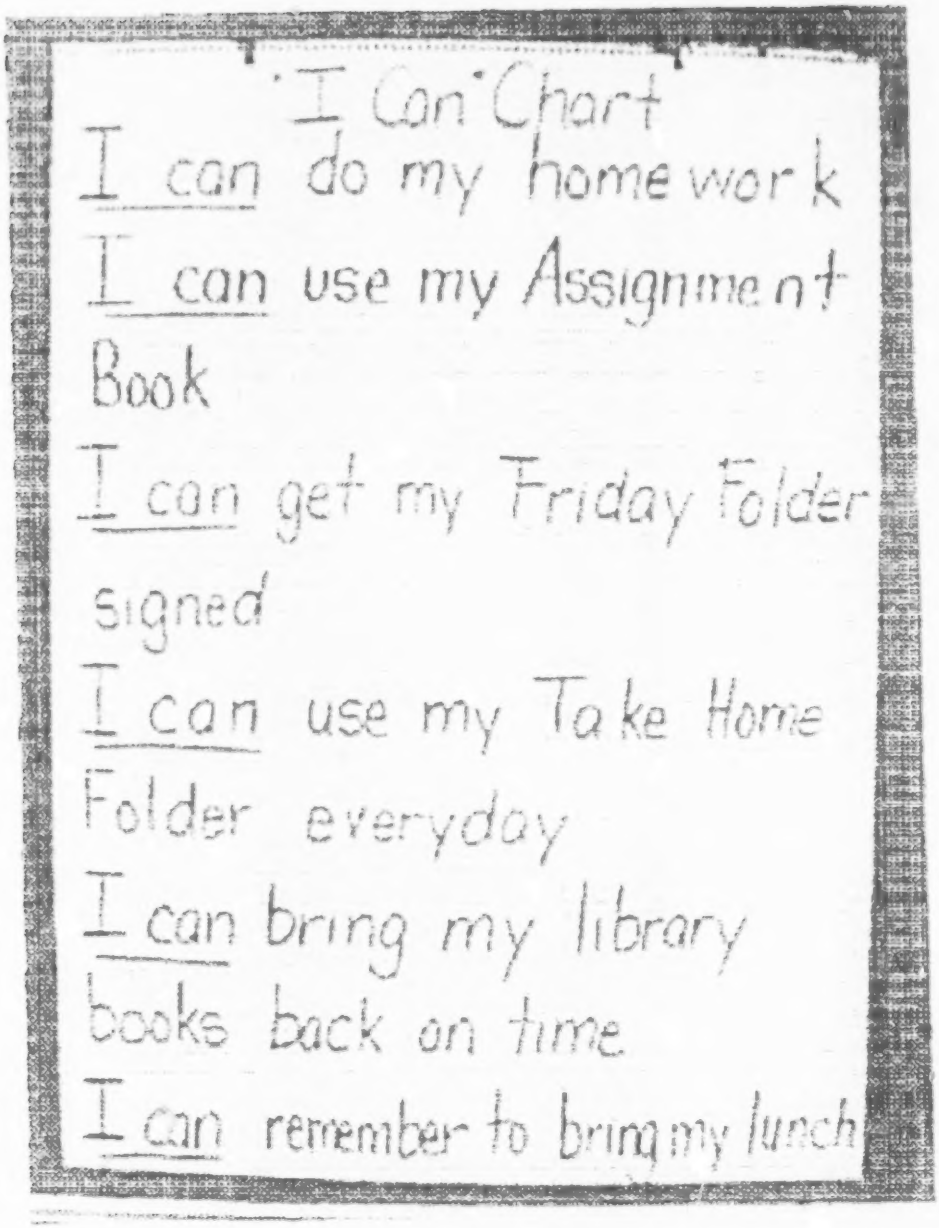
Final Grade _____

100-94	A
93-86	B
85-76	C
75-70	D
69-Below	F

Appendix M
People Hunt

likes to eat pizza	would like to join the band	played summer baseball	played summer softball
likes chocolate milk	has a summer birthday	enjoys playing basketball	has been to Disneyland
has a Sony Play Station	has a cat	likes math	has a dog
enjoys swimming	has 3 vowels in their first name	has the same color eyes as me	has the same number of siblings as me
had the same teacher as me last year	was born the same year as me	likes to watch football on T V	collects sport cards

Appendix N
"I CAN" Chart


'I Can' Chart
I can do my homework
I can use my Assignment Book
I can get my Friday Folder signed
I can use my Take Home Folder everyday
I can bring my library books back on time
I can remember to bring my lunch

BEST COPY AVAILABLE

Appendix O
Sample Lesson Plan - Three Segment Workout

1 Explain the five stations of the conditioning period

A Jump Ropes
B Squats
C Jogging
D Jumping Jacks
E Step-ups

2 Divide the class up into five groups Tell them which station they will start at and how they will rotate

3 Warm-up (3-5 minutes)

A Stretch (2 minutes)
B Walking around volleyball court (2 minutes)
C Jog three laps (1 minute)

4 Conditioning Period (10-12 minutes)

Tell each group to go to their starting station Each group will rotate station to station until they have completed the cycle They will stay at each station for 2 minutes

5 Cool-down (3-5 minutes)

A Walk around volleyball court (2 minutes)
B Stretch (2 minutes)

Appendix P
Physical Education Rubic

STUDENT _____ DATE _____

GOAL To develop a well-organized and effective three segment workout

Scoring Criteria	1	2	3	4	SCORE
Presentation of Directions	Not Clear	Somewhat Clear	Clear	Very Clear	
Transition between Activities	Very Slow	Slow	Fast	Very Fast	
Variety of Activities	1-2 Activities	3-4 Activities	5-6 Activities	7 or More Activities	
Warm-Up	Off Target	Somewhat On Target	On Target	Totally On Target	
Conditioning Period	Off Target	Somewhat On Target	On Target	Totally On Target	
Cool Down	Off Target	Somewhat On Target	On Target	Totally On Target	
Group Effort	Does Not Work Together	Worked Together Some	Worked Together Most of the Time	Worked Together All the Time	

FINAL SCORE _____
FINAL GRADE _____

GRADING SCALE

26-28 Points = A
23-25 Points = B
20-22 Points = C
19 or Below = Not Met

Appendix Q
Discipline Referral Questionnaire

Mr. Coughlin's Questions

1. **What were you supposed to do?**
2. **What did you do well?**
3. **What would you do differently next time?**
4. **Do you need any help?**

SENECA TOWNSHIP HIGH SCHOOL

DISCIPLINE REFERRAL

Student Name: _____ Date: _____ Class Period: _____

Grade Level: _____ Staff Signature: _____

Reason for Referral:

A. Tardy for School
B. Class / Home Room Tardy
C. Unexcused Absence / Skipping / Truancy
D. Disrespectful Behavior / Inappropriate Language
E. Failure to complete Assignments / Unprepared for Class
F. Fighting / Physical or Verbal Abuse
G. Cheating
H. Theft
I. Insubordination
J. Alcohol / Drug
K. Tobacco Violation
L. Gang Activity
M. Vandalism / Destruction of Property
N. Bus Violation
O. Driving Violation

DISCIPLINARY ACTION

Action Taken:

A. Student Conference
B. Teacher Conference
C. Parent Conference
☐ Personal
☐ Phone
☐ Letter
D. Detention - Date & Time: _____
E. Referral
☐ Counselor
☐ Social Worker
☐ School Psychologist
F. Class Removal
G. Suspension
☐ In- School # Days: _____
☐ Out-School # Days: _____
☐ Saturday School
H. Recommend Expulsion to Board of Education

Comments: _____

Administrator Signature _____ Student Signature _____ Parent Signature _____

White copy - Office Yellow copy - Teacher Pink copy - Parent Student

Appendix R
Progress Check

_____, 1999

Dear_____

I have just completed a progress check with the teachers of your student. The information I gathered is listed at the end of this letter. If you have any questions regarding the status of your student in any class, please contact the classroom teacher directly, or feel free to call me. I will do my best to deal with your concerns. I need to correct any problems currently existing and continue to be supportive of the good efforts being displayed.

Thank you for your support and cooperation.

Sincerely,

Appendix S
IEP GOAL FORM
SCHOOL YEAR _____

STUDENT_____

PARENT(S) / GUARDIAN(S)_____

TEACHER_____

As of the 1998-1999 school year, special education teachers must send parents an update of their child's IEP on a quarterly basis. Attached to this form you will find a photocopy of the goals and objectives page(s) of your child's IEP with comments. Below you will find additional comments relative to your child's progress. Please feel free to call us at 555-5555 if you have any questions.

_____

DATE_____

_____

DATE_____

_____

DATE_____

_____

DATE_____

Appendix T
Lesson Plan

Introduction:

Ask the students if they could change the outcome of one historical event, what would that even be and exactly how would you change it. The most appropriate way to accomplish this would be by verbal discussion.

Main Activity:

Read *The Assassin* on pg. 186. You switch off reading with the students. I generally read a page and then have each student read about half a page. Next, answer questions 1-6 on pg. 191. On pg. 191 - 192, 1 -4 ca be done orally. Most Special Education student do a good job when they are asked to answer questions orally. The last thing that the students should do is make a list of facts about the assassination. Also, ask if they can find any discrepancies in either story. A Venn diagram would be appropriate in order to compare the facts from the story to the overview found on the Internet.

Closure:

The students will be allowed to choose an assessment tool in order to report on the assassination of Abraham Lincoln.

Appendix U
Responsibility Poster

Name:_____

Date: _____

Scoring Criteria	4	3	2	1	Score
Organization	Very Organized	Average	Below Average	Disorganized	
Creativity	Very Creative	Average	Below Average	Boring	
Responsibility Evident	Very Responsible	Average	Below Average	Irresponsible	
% of Poster Covered	Fully Covered	80% Covered	60% Covered	Bare Bones	

Final Grade:_____

Grading Scale
15 - 16 = A
13 - 14 = B
11 - 12 = C
Below 11 = F